

PGCE Secondary Progress Report – Placement 1		
Trainee: Marcus Rashford		Subject Mentor completing report: Gareth Southgate
School/College: Hogwarts Academy		Date: December 2023
Progress Matrix and ITAP Log		
Marcus has shown me his progress matrix on two occasions this placement and I have been able to help him identify best evidence for the different Curriculum Areas.		
Classes and Subjects/Topics Taught		
KS3	KS4	16+
Year 8 Computing	GCSE Business Studies	Level 3 BTEC Extended Diploma A level Business Studies (Year 12)
<i>Please indicate whether your trainee is on track with the ITE curriculum in the following areas, overall:</i>		<i>Please summarise the progress your trainee has made over the placement in each Core Area, using their Progress Matrix to assist. Please expand the boxes as necessary.</i>
Teacher Expectations <ul style="list-style-type: none"> - high expectations of and for young people - a positive environment - behaviour for learning 	Y	<p>Marcus has made progress in using the school behavioural code more consistently. He has given and supervised detentions to help departmental staff and made effective use of the reward system. Marcus is learning to identify when to praise answers. At GCSE, he has made good use of success criteria in setting out what a good answer looks like, making clear his expectations of 9-mark answers.</p> <p>Marcus also came along to the Year 12 visit to the University of Manchester and spoke to the students about his experience in Higher Education. He also helped run a session for Year 11 on what makes a good presentation.</p>
Subject and Curriculum Knowledge <ul style="list-style-type: none"> - good knowledge of the subject and the curriculum 	Y	<p>Marcus's teaching has been supported by strong subject knowledge with the classes he has taught. He has shown a willingness to read up to prepare for some of the BTEC National units he has been less familiar with. His preparation for finance topics has been strong, where teaching has illustrated a good understanding of the typical problems students have in calculating and interpreting price elasticity of demand.</p>
Planning and Teaching <ul style="list-style-type: none"> - classroom practice - how pupils learn - adaptive teaching 	Y	<p>Marcus has developed his style of delivery during placement 1 to align with student needs/ profiles and alongside awarding body specifications. He recognises that this is still 'work in progress' and is appropriately reflecting on mentor feedback to make better use of prior data and results from assessments in his planning. Marcus has built a good rapport with the students in his classes. They have made relatively good progress in most sessions taught by him, though a future target is to plan more carefully for the needs of individual students.</p> <p>Latterly, Marcus developed effective seating plans and strategies to manage low level behaviour. Marcus has gained a greater understanding of some elements of cognitive science, notably dual coding, in illustrating an understanding of how pupils learn.</p>

Assessment - use assessment productively	Y	Marcus has developed his ability to plan well-structured lessons, although personal time management has been a concern on occasions. He has continually reflected on his own practice and has taken on board advice and guidance from peers and his mentor. Differentiated activities have been employed to support and/or stretch and challenge learners to deepen their understanding. Marcus has an effective approach to assessment for learning including making some use of questioning techniques as a progress check. He has used a variety of activities and the 3-2-1 exit technique to measure learning during a plenary. However, he needs to better utilise his assessment in planning future lessons with the progress of individual and groups of students in mind.
Professional behaviours - wider professional responsibilities	Y	<p>Marcus has shown a commitment to understand the school environment further through meeting with staff and by taking on board wider professional responsibilities such as involvement in parents evening and open evenings.</p> <p>He has attended staff training sessions to develop his practice and understand the school landscape. Marcus has worked well with the Business team and has taken on board feedback from peers and mentor. Marcus understands the need to maintain an effective learning environment and his responsibilities around safeguarding.</p>
Professionalism - high standards of ethics and behaviour	Y	<i>Your trainee will be on track in terms of professionalism unless they have been unprofessional: i.e., they have failed to uphold public trust in the profession, acted outside the law, or failed to demonstrate proper regard for the ethos and expectations of the school/college.</i>
Literacy and Numeracy - appropriate professional competence with literacy and numeracy	Y	<i>Please add a comment if required.</i>
Strengths		
<i>Based on your knowledge of your trainee and the progress they have made during this placement, please outline three areas of strength (at least one subject-specific where possible).</i>		
1. Professionalism- Marcus has been involved in parents evening, careers days, lunch duty and class visits. He is always smartly dressed and has been a well-liked member of the Business team, adding to the department's stock of resources with his own materials.		
2. Well-structured lessons- these focus on introducing new knowledge and testing application through simple contexts before moving students on to individual activities.		
3. Strong subject knowledge- this has been a regular feature of lessons, with good use of topical examples and an understanding of the importance of using examiners reports and marks schemes to confirm what is required of students.		
Targets		
<i>Based on your knowledge of your trainee and the progress they have made during this placement, please outline three areas for development for the next placement, indicating specific approaches that you think may be useful for them to adopt or try.</i>		
1. Continue to develop questioning techniques with the progress of all students in mind. Practice multi-stage questioning to deep dive into their understanding and to ask higher tier questions to targeted students.		

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| 2. Continue to develop in class assessment strategies and use these and pupil data to plan lessons going forward: this way you can stretch and challenge across the ability range. |
| 3. Develop further understanding of key misconceptions when teaching business finance, especially the difference between debtors and creditors and the purpose of the different financial statements. |

Additional targets agreed with trainee's University Tutor.

Number of HALF DAYS absence (excluding agreed absence for interviews)
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Subject Mentor signature	G Southgate
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Subject Mentor email	g.southgate@hogwartsacad.co.uk
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Trainee signature	M Rashford
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Professional Mentor Comment

Marcus has impressed with his keen-ness to learn and get involved in wider school activity, including attending CPD and supporting with break and dinner duty. He has taken a professional approach to planning and teaching and has worked positively with colleagues and with students.

This report will be submitted electronically by the trainee and will be moderated by tutors. A copy will be provided to the subject mentor of the trainee's next placement. Electronic copies are available from the mentor resource site:
www.seed.manchester.ac.uk/mentors