

St Martin's College, SECONDARY ITT	PGCE – End of Placement A Report	PD2
Trainee Teacher:	Subject:	
School:	Date of Record:	

DEADLINE: Friday 7th February 2003
 To Schools - please photocopy this form twice: master copy to be given to trainee; one copy to be retained by school; one copy to be sent to Secondary ITT Office, St Martin's College, Lancaster LA1 3JD

Targets set from PD1

High Expectations and Inclusion	Trainee	Mentor
<i>Trainees have high expectations of all pupils, respect their social, cultural, linguistic, religious and ethnic backgrounds and are committed to raising their educational achievement.</i>		
<i>They understand how pupils' learning can be affected by their physical, intellectual, linguistic, social, cultural and emotional development.</i>		
Teaching objectives, strategies and resources are beginning to be appropriate for the gender, social and/or ethnic background of pupils.		
Teaching and learning begins to make positive use of pupils' interests, experiences and linguistic, social and cultural backgrounds.		
Some evidence of attempts to meet the differing needs of pupils resulting from gender, ethnicity, social and cultural background, learning style and ability.		
Where there are pupils with EAL, teaching shows		

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some awareness of their specific linguistic needs and how work in the subject can contribute to developing English language ability.		
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Effective Planning and Teaching	Trainee	Mentor
<i>Trainees have high expectations of all pupils, respect their social, cultural, linguistic, religious and ethnic backgrounds and are committed to raising their educational achievement.</i>		
Trainee is becoming more confident at setting challenging teaching and learning objectives which are relevant to all pupils and which are mostly linked to clear learning outcomes. The level of the lesson is becoming more appropriate to pupils' needs.		
The trainee is becoming more confident at using assessment information to inform planning e.g. previous content, performance and is aware of NC levels, reading ages, CAT scores etc.		
Sequences of lessons are planned which generally ensure some continuity and progression.		
The structure of lessons is becoming clearer and more coherent and activities are generally matched to teaching and learning objectives. Pace, motivation and challenge are generally planned for.		
The trainee regularly develops / selects a range of resources (including use of ICT) which are appropriate and relevant to pupils' age and interests and is becoming more confident at managing these.		
Homework is regularly planned and set which consolidates and extends work in class		
The trainee is developing the use of ICT within their teaching and with pupils		
The trainee is teaching clearly structured lessons across more classes which interest and motivate		

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pupils, is devising different activities and employing different ways of working e.g. pair, individual, group etc.		
The trainee is beginning to make learning objectives clear to pupils at the start of the lesson and to review these at the end		
Instructions are becoming increasingly clear and examples and demonstrations are increasingly used.		
The trainee is beginning to differentiate both in terms of the more able and those with special educational needs.		
The trainee is picking up and correcting errors and misconceptions, responding to pupils' individual needs and providing some support where necessary.		
The trainee is beginning to organise and manage teaching and learning time effectively through the use of a balance of activities, being flexible and adapting according to needs, improved timing and pace and smooth transitions between activities.		

Classroom Management	Trainee	Mentor
<i>Trainees treat pupils consistently, with respect and consideration, and are concerned for their development as learners</i>		
<i>Trainees demonstrate and promote the positive values, attitudes and behaviour that they expect from their pupils</i>		
The trainee		
is a good role model and sets a good example in terms of attitude and behaviour.		
has clear expectations of pupil behaviour and communicates these to pupils.		
is continuing to develop successful relationships with pupils, uses their names, praises regularly etc. and is developing a positive learning environment. Pupils feel secure and confident.		
is developing the use of rewards and sanctions in		

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line with school systems.		
is developing a clear framework for classroom discipline e.g. <i>by establishing a clear start and end to the lesson, hands up routine, getting attention etc.</i> with most classes		
is learning to deal with pupils in a consistent, firm, fair and constructive way.		
becoming more confident in the organisation and management of resources and materials (e.g. how to distribute and collect) and also how to use the teaching space and equipment appropriately, safely and effectively		

Monitoring and Assessment	Trainee	Mentor
<i>Trainees can communicate sensitively and effectively with parents and carers, recognising their roles in pupils' learning, and their rights, responsibilities and interests in this</i>		
The trainee		
shows sensitivity in all their communications about individual pupil's learning – whether with pupils, teachers, parents, carers, others involved		
indicates clearly how s/he will assess pupils' learning in plans for lessons / sequences of lessons		
is beginning to use a range of strategies for assessing pupils' learning which evaluate pupils' progress towards planned learning outcomes and is developing some skills in monitoring and assessing pupils' learning as they teach		
is developing strategies for giving constructive feedback and involving pupils in reflecting on their own learning		
is beginning to assess pupils' progress accurately using appropriate assessment framework with guidance from their mentors		
with the help of an experienced teacher, identifies		

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pupils experiencing behavioural, emotional, social difficulties and those who are failing to meet their potential and is beginning to provide appropriate support. S/he identifies able pupils and is developing strategies to ensure they are challenged. With EAL pupils s/he is beginning to analyse needs and provide appropriate challenge.		
is becoming systematic in recording pupils' progress over time. S/he is beginning to use these records to help pupils review their progress.		
is beginning to contribute to the process of reporting on pupils' progress e.g. giving oral feedback, drafting reports for classes they have been teaching, to the teacher, and where possible, attending parents' evenings		

Self Evaluation	Trainee	Mentor
<i>Trainees are able to improve their own teaching by evaluating it, learning from the effective practice of others and from evidence. They are motivated and able to take increasing responsibility for their own professional development.</i>		
The trainee		
regularly evaluates his/her own teaching, reflecting on progress and setting targets for improving own performance.		
is beginning to make a use of a range of strategies to evaluate pupils' learning in their lessons in order to improve their own teaching		

Subject Knowledge	Trainee	Mentor
<i>Trainees have a secure knowledge and understanding of the subject(s) they are trained to teach.</i>		
The trainee		
is secure in the important aspects of their subject knowledge		
has re-assessed and monitored his/her own subject knowledge needs and has set appropriate targets.		
is becoming more confident with the expected		

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knowledge / understanding / skills relevant to the teaching of their subject at KS3 / KS4 / Post-16		
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Working with Others and Extra-Curricular Involvement	Trainee	Mentor
<i>Trainees can contribute to and share responsibly in, the corporate life of schools</i>		
<i>Trainees understand the contribution that support staff and other professionals make to teaching and learning</i>		
The trainee		
is aware of the roles of other adults in the classroom. Planning and teaching is beginning to take account of these roles.		
communicates with LSAs, support teachers and technicians so that they can fulfil their roles effectively. There is good communication between trainee and mentor or other regular class teachers about shared responsibilities.		
carries out tasks requested by colleagues (e.g. planning and marking) promptly and reliably.		
attends department meetings, INSET, parents' evenings etc.		
participates in subject related work outside the classroom (e.g. clubs) and extra-curricular activities.		

Statutory Responsibilities	Trainee	Mentor
<i>Trainees are aware of, and work within, the statutory frameworks relating to teachers' responsibilities</i>		
Lesson plans show some references to the NC / agreed syllabus / exam syllabus.		
English, Maths, Science and Foundation Subject trainees' planning uses the appropriate KS3 National Strategy where this is being used in the placement school.		
Trainee is becoming more confident in medium term planning in using NC / agreed syllabus / exam syllabus to inform their planning		
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Planning and teaching shows awareness of cross-curricular requirements such as mathematics and literacy across the curriculum, PSpSMC, PSHE or Citizenship.		
Trainee is aware of expectations, curriculum and teaching at KS2		

Areas in which most progress has been shown during A placement

Comments on targets from PD1

Agreed Future Targets:

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Action Plan arising from Agreed Future Targets		
Actions to be taken	Person taking action	Agreed time scale

Please indicate overall level of progress:

Trainee is achieving at a level greater than expected at this point in the course
 Trainee is achieving at the level expected at this point in the course
 Trainee is achieving at a lower level than expected at this point in the course

Trainees achieving at a level lower than expected for this point in the course are considered to be “cause for concern” and must be referred to their college tutor.

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Number of school days absent since Monday 16 th December, ie, since PD1 <input data-bbox="1012 325 1093 405" type="text"/>	Number of days late arriving in school since Monday 16 th December, ie, since PD1 <input data-bbox="1912 325 1993 405" type="text"/>
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Signatures:

Record discussed with trainee teacher:

Subject mentor: College tutor:

<u>Skills Tests</u>	Literacy Test passed	<input type="text"/>	Date
	Numeracy Test passed	<input type="text"/>	Date
	ICT Test passed	<input type="text"/>	Date

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