

St Martin's College, SECONDARY ITT**PGCE – End of Placement B Report****PD4**

Trainee Teacher:..... Subject:

School: Date of Record:

DEADLINE: Friday 27th June 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 PD3

| 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 appropriate for the gender, social and/or ethnic background of pupils. | | |
| Teaching and learning makes positive use of pupils' interests, experiences and linguistic, social and cultural backgrounds. | | |
| Evidence of meeting 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 good awareness of their specific linguistic needs and how work in the subject contributes 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> | | |
| The trainee | | |
| sets challenging teaching and learning objectives which are relevant to all pupils and which are systematically linked to clear learning outcomes. The level of the lesson is appropriate to pupils' needs. | | |
| uses their knowledge of the pupils, evidence of past and current achievement (<i>e.g. NC levels, CAT scores, test results etc</i>), expected standards for pupils of the relevant age range and the range and content of work relevant to pupils in that age range (<i>e.g. NC / GCSE etc</i>) to inform their planning | | |
| plans sequences of lessons which ensure continuity and progression for all classes | | |
| plans coherent, structured lessons for all classes where activities are matched to teaching and learning objectives and pace, motivation and challenge are systematically planned for | | |
| regularly develops and selects a range of resources (including the regular use of ICT) which are appropriate and relevant to pupils' interests and background and manages these safely and effectively | | |
| plans homework and other out of class work which consolidates and extends work in class and which also encourages pupils to learn independently <i>e.g. through the use of research</i> | | |
| uses ICT regularly and effectively within their teaching and with pupils both within class time and as independent work | | |

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| teaches clearly structured lessons and sequences of lessons across a range of age and ability which interest and motivate pupils, regularly devises different activities and employs different ways of working <i>e.g. individual, collaborative etc</i> | | |
| promotes active and independent learning that enables pupils to think for themselves and to plan and manage their own learning | | |
| consistently makes learning objectives clear to pupils at the start of the lesson and reviews these at the end | | |
| gives consistently clear instructions and uses examples and demonstrations systematically | | |
| differentiates regularly both in terms of the more able and those with special educational needs | | |
| picks up and corrects errors and misconceptions, responds to pupils' individual needs and provides support, extra consolidation and practice or extension work as appropriate | | |
| manages teaching and learning time effectively through appropriate balance of activities, being flexible and adapting to pupils' responses and needs, effective timing and pace and smooth transitions between activities | | |
| is teaching and taking responsibility for the required number of classes over a sustained period of time across the age and ability range | | |

| 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 | | |
| demonstrates and promotes the positive values, attitudes and behaviour that they expect from | | |

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| pupils by being a good role model and setting a good example | | |
| has clear and high expectations of pupil behaviour and communicates these to pupils | | |
| is developing successful relationships with pupils, uses their names, praises regularly and is developing a positive learning environment. Pupils feel secure and confident | | |
| uses rewards and sanctions effectively in line with school policy and systems to promote good behaviour | | |
| has established a clear framework for classroom discipline with all classes (<i>e.g. start and end of lessons, hands up, getting attention etc.</i>) and is anticipating and managing pupil behaviour constructively | | |
| is consistent, firm, fair and constructive in dealing with pupils | | |
| organises and manages materials and resources and uses 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 | | |
| is gaining in confidence in communicating sensitively and effectively about pupils' progress – with teachers, parents, carers, others involved <i>e.g. at parents' evenings, in preparing reports etc</i> | | |
| shows in their planning how they will assess pupils' learning and takes account of pupils' varying needs in all assessment strategies | | |
| uses a wide range of strategies effectively for | | |

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| monitoring and assessing pupils' learning as they teach | | |
| is able to use a range of strategies for giving constructive feedback to pupils and for involving pupils in reflecting on / evaluating / improving their performance | | |
| is assessing pupil's progress accurately with reference to the relevant NC level descriptions / criteria from national qualifications / requirements of Awarding Bodies / non-statutory guidance for RE | | |
| is able to identify and challenge more able pupils and identify and support those working below age-related expectations, those failing to achieve their potential and those who experience behavioural, emotional and social difficulties. Where there are pupils with EAL, with the help of an experienced teacher, they identify the levels of attainment of pupils and provide cognitive challenges as well as language support | | |
| is systematic in recording pupils' progress and can provide evidence of the range of their attainment over time. They are using this evidence to help pupils review their progress and to inform their own planning | | |
| is able to use records effectively as a basis for reporting on pupils' attainment and progress in drafting / writing clear, concise and informative reports and in reporting on pupils orally at parents' evenings etc | | |

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| 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 | | |
| is able to improve their strategies for teaching, learning and assessment by evaluating their own performance and their pupils' learning and by setting themselves targets for development | | |
| makes appropriate use of a range of monitoring and assessment strategies to evaluate pupils' progress towards planned learning objectives and uses this information to improve their own planning and 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 | | |
| has a secure knowledge and understanding of the subject(s) they are trained to teach | | |
| can teach the required or expected knowledge, understanding and skills relevant to the curriculum for pupils 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 makes good use of other adults. | | |
| 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 clearly linked 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 confident in medium term planning in using NC / agreed syllabus / exam syllabus to inform their planning | | |
| Planning and teaching integrates cross-curricular | | |
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| requirements such as mathematics and literacy across the curriculum, PSpSMC, PSHE or Citizenship. | | |
| Trainee is aware of expectations, curriculum and teaching at KS2 | | |

Comments on targets from PD3

Agreed Areas of strength (to inform completion of CEP):

Agreed Areas for Future Development (to inform completion of CEP):

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| Number of school days absent since Monday 19 th May, ie, since PD3 <input data-bbox="1012 194 1093 274" type="text"/> | Number of days late arriving in school since Monday 19 th May, ie, since PD3 <input data-bbox="1912 194 1993 274" type="text"/> |
|--|--|

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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