

Name of Trainee: Xxxx Xxxxxxx

Subject:
Religious
Education

School: Xxxx Xxxxx

Professional Mentor: Xxxx Xxxxxxx

Subject Mentor:
Xxxx Xxxxxxx

Number of ½ days absent: None

Submit by Friday 21st October 2016

This review must reflect the trainee's attainment rather than effort or intention. Nor should it be used as a motivator or an expression of thanks for help given by the trainee (e.g. after school clubs). Attainment must be accurate and not overstated.

Please indicate achievement to date using the formative feedback descriptors used in the trainee's PDP Standard	Tick descriptor achieved to date			
	EMG Emerging	EST Establishing	EMB Embedding	ENH Enhancing
1 Set high expectations which inspire, motivate and challenge pupils		X		
2 Promote good progress and outcomes by pupils	X			
3 Demonstrate good subject and curriculum knowledge	X			
4 Plan and teach well structured lessons		X		
5 Adapt teaching to respond to the strengths and needs of all pupils	X			
6 Make accurate and productive use of assessment	X			
7 Manage behaviour effectively to ensure a good and safe learning environment	X			
8 Fulfil wider professional responsibilities	X			

(Tick to indicate achievement to date)

Pt 2 Personal and Professional Conduct	Achieved:	X	Not yet achieved:	
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Any areas, based on Standards and beyond that are a **cause for concern** and will result in failure of the School 1 placement unless addressed. An Individual Support Plan will be put in place to support the addressing of the areas identified below

Related
Standards

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PTO

Any areas, based on Standards and beyond, requiring attention to ensure achievement by the end of the placement	Related Standards
<p>Standard 2; Promote good progress and outcome by learners, in particular 2e, where you encourage pupils to take responsibility of their own learning, allow them to work independently and reduce how much the lesson needs to be teacher led, also consider tasks given, how much structure and information have you provided them with?</p> <p>Standard 3; Demonstrate good subject and curriculum knowledge, in particular 3a and b, develop strategies that will help you to develop and extend your subject knowledge which will help to maintain learner interest (how can you facilitate the learning)</p> <p>Standard 4; Plan and teach well-structured lessons, in particular 4a pace and time of lesson, think about making starters quick and ensuring the main body of the lesson is clear to the pupils so that time is not wasted, always given enough time to reflect (plenary) so you are able to assess what pupils have and have not learnt in lesson</p> <p>Standard 5; adapt teaching to respond to the strengths and needs of all learners and 6; make accurate and productive use of assessment, will be a focus for next term, following the first term of significant pieces of work and assessments. Please consider how data can be used to inform planning and teaching and help with differentiation of tasks in your lessons so that all pupils are making progress in the next term.</p> <p>Standard 7, managing behaviour effectively to ensure a good and safe learning environment. Consider 7b and 7d, where range of strategies including sanctions, rewards and praise allow lessons to flow smoothly so that disruption is unusual and look at how you exercises authority, acting decisively when necessary. This will help with the transition from Emerging to Establishing; the management of behaviour will allow for other teaching standards to develop further as good control will allow for the 'lesson to flow smoothly'</p> <p>Standard 7d is worth investigating further, as mentioned in lesson feedback, consider ways in which the voice can be used to help to exercise authority at different points in lesson, when does the voice need to be raised and when it's not.</p> <p>Also think about the 8th lesson you should be teaching, liaise with the relevant member of staff and ensure you are prepared</p>	<p>2e</p> <p>3a and b</p> <p>4a</p> <p>5 and 6</p> <p>7b and 7d</p>

Any areas, based on Standards and beyond, of satisfactory or better progress to date	Related Standards

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Signed: . . .Xxxx Xxxxx PM / SM Date: . 20th October 2016

Signed: Trainee Date: