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Name of Trainee:	X	Subject:	English
School:			
Mentor:		BCU Tutor:	

> **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 (e.g. after school clubs). Attainment must be accurate and not overstated.**

Process to be followed:
1. Consider the trainee's attainment to date as reflected in the preceding weekly pages.
2. Underline in **blue** ink the descriptors in the Tracker on pages 36-45 in the SEPJ to indicate the trainee's attainment to date. Underlining is likely to span more than one level of the descriptors
3. Based on the underlining, summarise attainment in descriptors in the grid below on best fit basis
4. Complete the remaining sections and set targets, as appropriate.

Indicate achievement to date using the descriptors in the tracker **Standard**	Tick descriptor achieved to date			
	EMG Emerging	**EST** Establishing	**EMB** Embedding	**ENH** Enhancing
1 Set high expectations which inspire, motivate and challenge pupils		✓		
2 Promote good progress and outcomes by pupils		✓		
3 Demonstrate good subject and curriculum knowledge		✓		
4 Plan and teach well-structured lessons		✓		
5 Adapt teaching to respond to the strengths and needs of all pupils		✓		
6 Make accurate and productive use of assessment		✓		
7 Manage behaviour effectively to ensure a good and safe learning environment		✓		
8 Fulfil wider professional responsibilities		✓		
Overall attainment at the Mid-point Review		✓		

(Tick to indicate achievement to date)

Pt 2 Personal and Professional Conduct	Achieved:	✓	Not yet achieved:	

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Mid-Point Review

Key areas of **strength** to date	Standards
- Pre-starters are used consistently during lessons so that students are challenged from the beginning of the lesson. - After our discussions about making resources dyslexia friendly X changed all resources including PPs. - X acknowledges feedback and builds on areas for development (e.g. grammar based starters to show X is working on TS.3). - X is now sharing L/O which include Bloom's Taxonomy. - Despite addressing the class quietly often lessons and group discussions are calm with relatively consistent student engagement.	TS.1 TS.7

Any areas requiring **attention** to ensure progress in the next part of the placement

Area and Standard	Action required	Success criteria	Cause for Concern? (Y/N)
TS.3	To continue to build on subject knowledge.	- Develop own use of SPAG. - Embed SPAG activities in lessons. - Become more familiar with the GCSE syllabus.	No No
TS.6	To continue to develop questioning strategies.	- Use a random name generator to improve engagement. - Ask stretch and challenge follow-up questions. - Scaffold answers for lower-ability learners.	
TS.7	Develop own behaviour management strategies.	Vary the tone of your voice when addressing the group.	No

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		• Develop personal strategies for learners who present difficult behaviour. • Develop a reward praise strategy.	

In the light of the information above, is an **Individual Support Plan** required to address areas of concern?

(Y/N)

No

Trainee's Signature: X

Mentor's Signature:

20th October 2016

20th October 2016

Date

Date:

BCU will require a copy of the completed Mid-point Review by **21st October 2016**