

Name of Trainee:	Subject: Maths
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	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			
Overall attainment at the Mid-point Review	X			

(Tick to indicate achievement to date)

Pt 2 Personal and Professional Conduct	Achieved :	X	Not yet achieved:	
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Mid-Point Review

Key areas of strength to date	Standards
*** passion and enthusiasm for the subject is infectious, helping create a love of mathematics amongst the pupils and contributing to a positive learning environment	TS4b
*** is beginning to develop high expectations of behaviour and strategies for sanctioning and praising pupils when appropriate	TS7b
*** is able to set homework which consolidates pupil understanding and extends their knowledge, for example, he made two extensive revision packs for assessment preparation	TS4c

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)
TS6d	*** needs to improve the quality of his oral and written feedback to ensure that pupils are able to respond in a way that demonstrates progress	Marking in line with the school policy which is based on learning Oral feedback which pupils are able to act on that enables pupils to progress in the lesson Evidence: Book scrutiny, lesson observations	N
TS5d	*** needs to have a clear understanding of the needs of all pupils e.g. SEN, G & T, EAL	Differentiation in your lessons with explicit strategies for supporting and stretching pupils Evidence: Lesson plans, lesson observations, pupil work	N

TS4a	*** needs to develop the pace in his lessons to ensure that he is able to impart knowledge and develop understanding through effective use of lesson time.	<p>Allocating timings to each part of the lesson in your lesson plans</p> <p>Clear and concise explanations to minimise teacher explanation and allow pupils more time to complete tasks</p> <p>Evidence: Lesson plans, lesson observations, pupil work</p>	N
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In the light of the information above, is an **Individual Support Plan** required to address areas of concern?

(Y/N)

Trainee's Signature:

Mentor's

Signature: SDA

Date

Date:

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