



School 1 Placement 2016: Please submit this report by 15th December 2016

Name of trainee:	Subject:	School:
½ days absent:	Professional Mentor:	Subject Mentor:

- **This is a summative report of the trainee's attainment at the end of the School 1 placement.**
- **The report must be an accurate reflection of attainment against the Teachers' Standards.**
- **The report must not seek to reward effort or intention; neither should it be used as a motivator or an expression of thanks for help given to the department/school by the trainee.**
- **Complete the report by considering the trainee's attainment against the descriptors for each Standard in this placement:**
 1. In the left-hand column, please underline all those statements that best describe the trainee's work.
 2. Please note that the text for 'Embedding' and 'Enhancing' describe attainment sequentially in addition to that described in 'Establishing' and 'Emerging'.
 3. In the right-hand column, please write an evaluative comment that provides some context for the trainee's attainment including, where possible, exemplification. Please also indicate next steps for the trainee in addressing that Standard in their on-going professional development.
 4. In the light of attainment against the descriptors and the evaluative comment, please provide a single summative grade for that Standard by circling the appropriate grade ("EMG", "EST", "EMB" or "ENH")
 5. Part 2 of the Standards is assessed on a pass/fail basis only



S1. Set high expectations which inspire, motivate and challenge pupils

Best Fit Grade: EMG **EST** EMB ENH
(circle)

<p>Trainee Teacher's Attainment This column illustrates the link between the Formative Feedback Guidance and the numerical grades.</p>	<p>End Point Report - completed by mentors. Please comment on the trainee's achievements and progress with this Standard and suggest next steps</p>
<p>Enhancing Trainee teachers achieving the Standard at this level will have demonstrated that: They constantly encourage pupils to participate and contribute in an atmosphere highly conducive to learning. There are high levels of mutual respect between the AO teacher and pupils. They are very effective in promoting learners' resilience, confidence and independence when tackling challenging activities. They generate high levels of enthusiasm, participation and commitment to learning. Consistently demonstrate positive attitudes, respect for learners, colleagues, parents/carers and support the ethos of the school; generate high levels of enthusiasm, participation and commitment to learning.</p>	<p>Achievements: Good relationship with pupils. Majority of pupils are engaged in all lessons. Shows an enthusiasm for teaching maths and this is beginning to rub off on pupils in lessons.</p>
<p>Embedding Trainee teachers achieving the Standard at this level will have demonstrated that: They are reliable in encouraging pupils to participate and contribute in an atmosphere conducive to learning. They consistently set high expectations of pupils in their different learning contexts. They are well respected by learners and effectively promote pupils' resilience, confidence and independence when tackling challenging activities. <u>Consistently demonstrate positive attitudes, respect for learners, colleagues, parents/carers and support the ethos of the school. Most learners are enthused and motivated to actively participate in learning.</u></p>	
<p>Establishing Trainee teachers achieving the Standard at this level will have demonstrated that: <u>They are able to encourage pupils to participate and contribute in an atmosphere conducive to learning. In the course of differing school experiences they have shown that they have set appropriately high expectations, believing that all pupils have the potential to make progress. They are able to develop a rapport with a range of individuals and groups. As a consequence of this most pupils are engaged in their learning. They consistently demonstrate professional behaviour, respect for pupils, colleagues, parents and carers and support the ethos of the school. They demonstrate enthusiasm for working with children and young people and for teaching and learning.</u></p>	<p>Next Steps: Continue to work on encouraging pupils to work on harder problem solving questions. Continue to work on building up pupil's confidence and resilience.</p>
<p>Emerging Trainee teachers achieving the Standard at this level will have demonstrated that: They are beginning to address some of the elements of the Standard but have not yet met the level required sufficiently or consistently to be judged as Establishing.</p>	



S2. Promote good progress and outcomes by pupils

Best Fit Grade: EMG EST **EMB** ENH
(circle)

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<p>Enhancing Trainee teachers achieving the Standard at this level will have demonstrated that: They assume a high level of responsibility for the attainment progress and outcomes of the pupils they teach. They demonstrate confident judgement in planning for pupil progression both within individual lessons and over time and are able to articulate a clear and well-justified rationale as to how they are building on prior achievement. They actively promote engaging and effective methods that support pupils in reflecting on their learning. They are able to set appropriately challenging tasks, drawing on a sound knowledge of the pupils' prior attainment which has been obtained through systematic and accurate assessment. They regularly create opportunities for independent and autonomous learning. As a result the majority of pupils make very good progress.</p>	<p>Achievements: Pupils are given regular DIRT time in lessons to reflect on progress and achievement. Short and medium term plans are done and baseline assessments are used in order to help plan these lessons. Majority of pupils are making good progress and are on track according to the schools flight path.</p>
<p>Embedding Trainee teachers achieving the Standard at this level will have demonstrated that: <u>They assume responsibility for the attainment, progress and outcomes of the pupils they teach. They demonstrate a sound understanding of the need to develop pupil learning over time. Their short and medium term planning consistently takes into account the prior learning of the pupils. They regularly provide pupils with the opportunity to reflect on their own learning and use this, along with other forms of assessment, to inform their future planning and teaching. They use their knowledge of effective teaching strategies to encourage independent learning and they set appropriately challenging tasks which enable the learners to make progress. As a result the majority of pupils make good progress.</u></p>	
<p>Establishing Trainee teachers achieving the Standard at this level will have demonstrated that: <u>They understand how teachers are accountable for the attainment, progress and outcomes of pupils and have taken some responsibility for this with guidance from the usual class teacher or other professional. Their short and medium term planning and teaching demonstrate some understanding of, and provision for, pupil progression taking into account prior achievement. They support pupils in reflecting on their learning and identifying their progress and emerging learning needs. When planning lessons they devise suitable opportunities for learners to evaluate and improve their performance. They are able to explain how effective teaching strategies are informed by an understanding of how pupils learn and offer a rationale for choices made in the context of practice. They plan teaching and learning activities which encourage independent and autonomous learning. As a consequence all groups of pupils make at least satisfactory progress.</u></p>	<p>Next Steps: Start to go back over topics covered earlier in the year to challenge pupils to remember things not only covered in the previous week/couple of weeks. Set tasks that students will find difficult, and encourage more independent learning.</p>
<p>Emerging Trainee teachers achieving the Standard at this level will have demonstrated that: They are beginning to address some of the elements of the Standard but have not yet met the level required sufficiently or consistently to be judged as Establishing.</p>	

S3. Demonstrate good subject and curriculum knowledge

Best Fit Grade: EMG **EST** EMB ENH
(circle)

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<p>Enhancing Trainee teachers achieving the Standard at this level will have demonstrated that: They draw on their in-depth subject and curriculum knowledge to plan confidently for progression and to stimulate and capture pupils' interest. They demonstrate very well-developed pedagogical subject knowledge, by anticipating common errors and misconceptions in their planning. They are astutely aware of their own development needs in terms of extending and updating their subject, curriculum and pedagogical knowledge in their early career and have been proactive in developing these effectively during their training. They model very high standards of written and spoken communication in all professional activities. They successfully identify and exploit opportunities to develop learners' skills, in communication, reading and writing. If teaching early reading they have an in-depth understanding of systematic phonics and if teaching early mathematics they have an in-depth understanding of different teaching strategies.</p>	<p>Achievements: Regular addresses common misconceptions and is able to identify before teaching a topic what the misconceptions might be. Good subject knowledge and awareness of how to build up topics. Consistently uses correct mathematical language and encourages the use of keywords.</p>
<p>Embedding Trainee teachers achieving the Standard at this level will have demonstrated that: <u>They have well developed knowledge and understanding of the relevant subject / curriculum areas they are training to teach and use this effectively to maintain and develop pupils' interest. They make good use of their secure curriculum and pedagogical subject knowledge to deepen learners' knowledge and understanding, addressing common errors and misconceptions effectively in their teaching.</u> They are critically aware of the need to extend and update their subject, curriculum and pedagogical knowledge and know how to employ appropriate professional development strategies to further develop these in their early career. <u>They model good standards of written and spoken communication in all professional activities</u> if teaching early reading they have a well-developed understanding of systematic phonics and if teaching early mathematics they have a well-developed understanding of different teaching strategies.</p>	
<p>Establishing Trainee teachers achieving the Standard at this level will have demonstrated that: <u>They have sufficiently secure knowledge and understanding of the relevant subject / curriculum areas to teach effectively in the age phase for which they are training to teach. They know how learning progresses within and across the subject / curriculum age phases they are training to teach, in terms of the development of key concepts and of learners' common misconceptions. They are able to respond appropriately to subject specific questions which learners ask and they use subject specific language accurately and consistently in order to help learners develop knowledge, understanding and skills in the subject. They recognise the need to extend and update their subject and pedagogical knowledge as a key element of continuing professional development and have shown the ability and readiness to do so. They demonstrate an understanding of the need to promote high standards of communication,</u> if teaching early reading they have an understanding of systematic phonics and if teaching early mathematics they have an understanding of different teaching strategies.</p>	<p>Next Steps: Start to think about which A Level specialism you might want to teach and start to look over past papers. Identify key areas within new GCSE framework, especially grade 9 topics, that you might need to work on before teaching them.</p>
<p>Emerging Trainee teachers achieving the Standard at this level will have demonstrated that: They are beginning to address some of the elements of the Standard but have not yet met the level required sufficiently or consistently to be judged as Establishing.</p>	



S4. Plan and teach well structured lessons

Best Fit Grade: EMG **EST** EMB ENH
(circle)

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<p>Enhancing Trainee teachers achieving the Standard at this level will have demonstrated that: They plan lessons that often use well-chosen, imaginative and creative strategies, and that match individuals' needs and interests and engage all learners. Pace of learning is varied and creatively used. They are highly reflective in critically evaluating their practice. They can accurately judge the impact of their practice on individual and groups of learners and can use their evaluation to inform future planning, teaching and learning. They show initiative in contributing to curriculum planning and developing and producing effective learning resources in their placement settings.</p>	<p>Achievements: Tried different lesson styles and different styles of activities. Reflects regularly on how lessons went and what went well and what could have been improved. Has sent out ideas and resources to the whole department which have been added to schemes of learning. Works collaboratively with other members in the department.</p>
<p>Embedding Trainee teachers achieving the Standard at this level will have demonstrated that: <u>They show a willingness to try out a range of approaches to teaching and learning. They plan lessons that take account of the needs of groups of learners and individuals</u>, through the setting of differentiated learning outcomes, carefully matching teaching and learning activities and resources to support learners in achieving these intended learning outcomes. <u>They know how to learn from both successful and less effective lessons through their systematic evaluation of the effectiveness of their practice, including its impact on learners. They make a positive contribution to the development of curriculum and resources in their placement settings.</u></p>	
<p>Establishing Trainee teachers achieving the Standard at this level will have demonstrated that: <u>They employ a range of teaching strategies and resources. They plan individual lessons that are appropriately structured to support pupils in developing their knowledge, skills, understanding, interest and positive attitudes. When teaching they maintain the pace of the learning and can respond to the needs of the learners. They can create an environment in which the learners are usually engaged. They review and reflect on their own planning and teaching to prepare future activities and tasks. They work collaboratively with more experienced colleagues, where appropriate, to adapt and/or develop the school's medium-term plans, schemes of work, and curriculum frameworks.</u></p>	<p>Next Steps: Ensure the pace is kept up in every lesson. This will come with setting more differentiated work (you do differentiate activities but if you try and differentiate more, this will also help the pace). Use powerpoints off the internet but continue to adapt these to needs of individual classes.</p>
<p>Emerging Trainee teachers achieving the Standard at this level will have demonstrated that: They are beginning to address some of the elements of the Standard but have not yet met the level required sufficiently or consistently to be judged as Establishing.</p>	



S5. Adapt teaching to respond to the strengths and needs of all pupils

Best Fit Grade: EMG EST EMB ENH
(circle)

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<p>Enhancing Trainee teachers achieving the Standard at this level will have demonstrated that: They quickly and accurately discern their learners' strengths and needs and are proactive in differentiating and employing a range of effective intervention strategies to secure progression for individuals and groups. Have a good understanding of a range of barriers to learning and employ a range of effective intervention strategies to secure progress for learners/groups and support staff are deployed effectively. They have an astute understanding of how effective different teaching approaches are in relation to impact on learning and engagement of learners with particular needs.</p>	<p>Achievements: Aware of barriers that could potentially affect learning and progress. Aware of strengths and needs of individual pupils and this is planned for in lessons. Starting to use AFL in lessons (mini whiteboards) to adapt lessons. Use of exit tickets.</p>
<p>Embedding Trainee teachers achieving the Standard at this level will have demonstrated that: They consistently adapt their teaching to meet the needs of individual and groups of learners to support progression in learning. <u>They know how to secure progress for learners and how to identify when groups and individuals have made progress. They have a range of effective strategies that they can apply to reduce barriers and respond to the strengths and needs of their pupils.</u> They clearly recognise how to deal with any potential barriers to learning through their application of well-targeted interventions and the appropriate deployment of available support staff.</p>	
<p>Establishing Trainee teachers achieving the Standard at this level will have demonstrated that: <u>They know the pupils well enough to recognise the different needs and strengths of individuals and groups and begin to adapt their teaching to address those needs and strengths so that learners are supported towards achieving their potential. They are aware of a range of factors that are potential barriers to achievement and understand how experienced teachers use a range of strategies to reduce these barriers. They begin to deploy these strategies themselves, working alongside experienced teachers and support staff as appropriate. They have a developing understanding of the needs of all pupils and are able to articulate different teaching approaches and strategies needed to engage and support pupils with particular needs. When the opportunity has arisen they have used these successfully and are able to evaluate the impact of the adaptations employed, on the progress of individual learners.</u></p>	<p>Next Steps: Not really an opportunity with the classes you have worked with to work with support staff so this is something that will hopefully be addressed in placement 2. Continue to use AFL (try and think of different strategies) and don't be afraid to go off lesson plan if needed.</p>
<p>Emerging Trainee teachers achieving the Standard at this level will have demonstrated that: They are beginning to address some of the elements of the Standard but have not yet met the level required sufficiently or consistently to be judged as Establishing.</p>	

S6. Make accurate and productive use of assessment

Best Fit Grade: EMG **EST** EMB ENH
(circle)

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<p>Enhancing Trainee teachers achieving the Standard at this level will have demonstrated that: Good understanding of the statutory assessment requirements for the subjects and age phases taught. They can confidently and accurately assess pupils' attainment against national benchmarks. They use a range of assessment strategies very effectively in their day-to-day practice to monitor progress and to inform future planning. They systematically and effectively check learners' understanding throughout lessons, anticipating where intervention may be needed and do so with notable impact on the quality of learning. Use relevant school and pupil data to set challenging targets for groups and individuals; use data to monitor and secure good progress. They assess learners' progress accurately and provide consistent and precise feedback both orally and through marking and they support learners in responding to feedback.</p>	<p>Achievements: Aware of statutory assessment requirements and assesses all classes in line with department and school policy. Use of baseline assessments to inform planning of next unit. Keeps an accurate record of assessment results and is aware of whether pupils are working above, on or below target. FAR marking completed regularly and pupils given DIRT time to complete responses.</p>
<p>Embedding Trainee teachers achieving the Standard at this level will have demonstrated that: Good understanding of the statutory assessment requirements for the subjects and age phases taught. They are able to assess pupils' attainment accurately against national benchmarks. They employ a range of appropriate formative assessment strategies effectively and can adapt their teaching within lessons in light of pupils' responses. <u>They maintain accurate records of pupils' progress and use these and school and pupil level summative data to set targets. They assess learners' progress regularly and accurately and discuss assessments with them so that learners know how well they have done and what they need to do to improve.</u></p>	
<p>Establishing Trainee teachers achieving the Standard at this level will have demonstrated that: <u>They have a secure understanding of the statutory assessment requirements for the subjects and the age phases they are preparing to teach and are able to make broadly accurate assessments against national benchmarks. Their planning is often informed by the use of a range of formative and summative assessment strategies, designed to support pupils in making progress. They understand how school and pupil level summative data are used to set targets for groups and individuals, and they use that knowledge to monitor progress in the groups they teach. With guidance from experienced teachers, they monitor pupil progress and maintain accurate records, setting new targets for individuals and groups. They mark pupils' work constructively and provide appropriate oral feedback to pupils to help them to make progress.</u></p>	
<p>Emerging Trainee teachers achieving the Standard at this level will have demonstrated that: They are beginning to address some of the elements of the Standard but have not yet met the level required sufficiently or consistently to be judged as Establishing.</p>	<p>Next Steps: Start to think about if pupils are underachieving what you can do to intervene and help progress. When marking homework, try and make the action more detailed and give students more than 1 question to do (but not too many!)</p>



S7. Manage behaviour effectively to ensure a good and safe learning environment

Best Fit Grade: EMG **EST** EMB ENH
(circle)

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<p>Enhancing Trainee teachers achieving the Standard at this level will have demonstrated that: They rapidly adapt to the different circumstances in which they train, working confidently within the frameworks established in different settings and applying rules and routines consistently and fairly. They consistently have high expectations and understand a range of strategies that experienced teachers use to promote positive behaviour and apply these very effectively, including use of school sanctions and rewards, and use of praise, in order to create an environment highly supportive of learning. They manage pupil behaviour with ease so that learners display very high levels of engagement, courtesy, collaboration and co-operation. They actively seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.</p>	<p>Achievements: Uses school behaviour and reward system well to ensure majority of behaviour is good and pupils are on task. Has discussed how to deal with particularly challenging students with other members of the team. Good relationships with pupils.</p>
<p>Embedding Trainee teachers achieving the Standard at this level will have demonstrated that: <u>They work within the school's framework for behaviour and apply rules and routines consistently and fairly. They consistently have high expectations and understand a range of strategies that experienced teachers use to promote positive behaviour and apply these effectively, including use of school sanctions and rewards, and use of praise, in order to create an environment supportive of learning.</u> They manage behaviour effectively so that learners demonstrate positive attitudes towards the teacher, their learning and each other allowing lessons to flow smoothly so that disruption is unusual. <u>They actively seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.</u></p>	
<p>Establishing Trainee teachers achieving the Standard at this level will have demonstrated that: <u>They work within the school's framework for behaviour and can apply rules and routines consistently and fairly. They have high expectations and are aware of the range of strategies that experienced teachers use to promote positive behaviour. They are able to apply these appropriately, in the context of the schools policy using sanctions and rewards, including praise, in order to create an environment supportive of learning so that disruption is unusual and learners are involved and motivated. They can establish good relationships with learners and mostly exercise appropriate authority and they understand when to seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.</u></p>	
<p>Emerging Trainee teachers achieving the Standard at this level will have demonstrated that: They are beginning to address some of the elements of the Standard but have not yet met the level required sufficiently or consistently to be judged as Establishing.</p>	<p>Next Steps: Don't be afraid to implement behaviour system immediately (like you have started to do over the last week or so). Continue to set high expectations (which will come if the behaviour system is continued to be used) in order to promote curiosity of students.</p>



S8. Fulfil wider professional responsibilities

Best Fit Grade: EMG **EST** EMB ENH
(circle)

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<p>Enhancing Trainee teachers achieving the Standard at this level will have demonstrated that: They are proactive in seeking out opportunities to contribute in a significant way to the wider life and ethos of the school. They build strong professional relationships and demonstrate that they are able to work collaboratively with colleagues on a regular basis. They take responsibility for deploying support staff in their lessons and for seeking advice from relevant professionals in relation to pupils with individual needs. They critically evaluate their professional practice to identify challenging/focused targets and deliberately seek out opportunities to develop their own professional learning and respond positively to all the feedback they receive. They communicate very effectively, both verbally and in writing, with parents and carers in relation to pupils' achievements and well-being.</p>	<p>Achievements: Has good relationships with other members of the department and works well with a member of another department through the school pastoral system. Led VT sessions and took responsibility for VT group. Has effectively communicated with parents regarding pupils' progress and attitude. Has contributed to the department schemes of learning by sharing resources.</p>
<p>Embedding Trainee teachers achieving the Standard at this level will have demonstrated that: They regularly contribute to the wider life and ethos of the school. <u>They are effective in building good professional relationships with colleagues and demonstrate that they can work well collaboratively when required to do so.</u> They take responsibility for deploying support staff in their lessons and <u>for seeking advice from relevant professionals in relation to pupils with individual needs.</u> They are proactive in relation to their own professional learning and <u>value the feedback they receive from more experienced colleagues, using it to develop their own teaching further. They communicate effectively with parents and carers in relation to pupils' achievements and well-being.</u></p>	
<p>Establishing Trainee teachers achieving the Standard at this level will have demonstrated that: <u>They understand and are able to support the ethos of the school and show an inclination to contribute to the wider life of the school in appropriate ways. They can build effective professional relationships with various colleagues and have the skills required to work collaboratively. They communicate with and direct support staff deployed in their lessons. They understand when to ask for information and advice from specialist staff about individual pupils with specific needs. In evaluating their own practice they are able to identify subsequent or on-going personal professional development targets and identify opportunities to address and meet these targets. They recognise the importance of communicating with parents and carers in supporting pupils' achievement and monitoring pupils' well-being.</u></p>	<p>Next Steps: Get involved with things outside of the department (maybe the school play or a sports club). As said in previous standard, you need the opportunity to work with and direct support staff effectively.</p>
<p>Emerging Trainee teachers achieving the Standard at this level will have demonstrated that: They are beginning to address some of the elements of the Standard but have not yet met the level required sufficiently or consistently to be judged as Establishing.</p>	



Part 2. A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Best Fit: **Achieving** Not Achieving
(circle)

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<p>Achieving Trainee teachers achieving the Standard at this level will have demonstrated that: <u>They have a commitment to the teaching profession, and are able to develop appropriate professional relationships with colleagues and pupils. They have regard to the need to safeguard pupils' well-being, in accordance with statutory provisions. They understand that by law schools are required to teach a broad and balanced curriculum and they are beginning to develop learners' wider understanding of social and cultural diversity.</u> <u>They are willing to assume an appropriate degree of responsibility for the implementation of workplace policies in this training setting. They adhere to school policies and practices, including those for attendance and punctuality.</u> <u>They have a broad understanding of their statutory professional responsibilities, including the requirement to promote equal opportunities and to provide reasonable adjustments for pupils with disabilities, as provided for in current equality legislation. They are aware of the professional duties of teachers as set out in the statutory School Teachers' Pay and Conditions document.</u></p>	<p>Achievements: Punctual, responsible, professional. Committed to becoming a qualified teacher and understands what is required in order for this to happen.</p>
<p>Not Achieving Trainee teachers achieving the Standard at this level will have demonstrated that: They inconsistently demonstrate a commitment to the teaching profession. They are not consistent in developing appropriate professional relationships with colleagues and pupils. They do not fully understand the need to safeguard pupils' well-being, in accordance with statutory provisions. They do not fully understand that, by law, schools are required to teach a broad and balanced curriculum and they do not always take responsibility to develop learners' wider understanding of social and cultural diversity. They do not always take an appropriate degree of responsibility for the implementation of workplace policies in this training setting. They do not always fully adhere to school policies and practices, including those for attendance and punctuality. They have not yet developed a broad enough understanding of their statutory professional responsibilities, including the requirement to promote equal opportunities and to provide reasonable adjustments for pupils with disabilities, as provided for in current equality legislation. They are not fully aware of the professional duties of teachers as set out in the statutory School Teachers' Pay and Conditions document.</p>	<p>Next Steps:</p>



Key areas of **strength** to date

Standards

Awareness and development of pupil progress	2b
High expectations and relationships with pupils	1a
Subject knowledge and identifying and addressing misconceptions	3c
Contributing to department, schemes of work etc.	8a

Any areas requiring **attention** to ensure progress in School 2

Area and Standard	Action required	Success criteria	Cause for Concern? (Y/N)
Pace + differentiation (4)	Ensure personalised learning is taking place. Use differentiation in every lesson. Ensure pace of lesson is kept up.	Differentiate activities (not just more of same skill). Pace of lesson fairly quick.	N
Behaviour (7)	Implement behaviour system straight away to control low level disruption and off task behaviour.	Watch for no level disruption. Giving out of consequences.	N

In the light of the information above, should the an **Individual Support Plan** be put in place to address any of the areas above that are a cause for concern?

(Y/N)

N

Trainee's Signature: _____ Mentor's Signature: _____

Date: _____ Date: _____

BCU will require a copy of the completed Mid-point Review by **15th December 2016**