

Name of Trainee: _____ School: _____ Mentor: _____	Subject: Art & Design BCU Tutor: _____
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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
Use of Voice- Your voice is an area of strength for you. You project your voice well naturally knowing when to use intonation or volume to effect. Keep trying different things.	7
Organisation- You are aware of time and have an organised approach to lesson management and the importance of staying on top of this.	4 and Part 2
Wider Contribution to the Department: You have been very good in this area attending and supporting confidently in Open Evening, Art clubs and carrying out a detention with another member of staff.	8
Resources- You have shown an independence in your creation of your own resources, making use of ideas that you have wanted to try out. Please continue to produce an exemplar. I would recommend one for every appropriate practical lesson so that you understand the task that you are setting thoroughly.	1 & 2

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)
S4	Differentiation- please choose a couple of ways in which to start exploring this in your lessons. Differentiation can be by task, support, resource, outcome and more. Please see article link based on differentiation that I emailed you.	Evidence of differentiation in planning going forward after half term.	N
S8 & Part 2	Try to spend more time in the department itself rather than the staffroom during your free time to enable a thorough understand of the daily running of the department and the reality of the job.	More time being spent in the Art department outside of lessons.	N

S7	Rewards & Sanctions- Consider your opinion/ the school policy on this and see if you can adopt it ready for more consistent use after half term.	Evidence of this being used in lessons.	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:**

19/10/2016

Date

Date:

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