



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

Name of trainee: X	Subject: English	School:
½ days absent: 0	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: <u>They constantly encourage pupils to participate and contribute in an atmosphere highly conducive to learning.</u> <u>There are high levels of mutual respect between the AO teacher and pupils.</u> 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: Pupils are encouraged to participate in learning through effective use of questioning, using a range of approaches: hands up and no hands. Questioning is also differentiated taking into consideration the needs of students – more able students are expected to explain their responses. High expectations are shown through the lesson's outcomes which cater for students' targets grades and stretch and challenge. Most students are motivated to take part in activities and are eager to make a contribution to the lesson, as they can clearly see progress is being made as they are becoming more independent. All learners respect X, which is aided by the implementation of the school's behaviour policy both fairly and consistently and through classroom rules.</p>
<p>Embedding Trainee teachers achieving the Standard at this level will have demonstrated that: <u>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.</u> <u>They are well respected by learners and effectively promote pupils' resilience, confidence and independence when tackling challenging activities. 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: 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.</p>	<p>Next Steps: Ensure learners become resilient when tackling challenging activities: incorporate more student led activities in lessons. Communicate with students' parents/carers to share sanctions and praise.</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)

<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 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. <u>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.</u> As a result the majority of pupils make very good progress.</p>	<p>Achievements: Classwork, homework and assessments are marked accordingly to the school's marking policy and dependent upon the Key Stage taught the relevant marking criteria is used. Students' data is then used to inform planning in order for progress to be made over time by looking at students' current grades and target grades and the gap in between is bridged. Lessons are also differentiated through outcomes and sentence stems and modal answers are offered where necessary. Data is record on eportal and shared with parents illustrating responsibility is taken for attainment made. Students reflect on their learning through DIRT lessons and redrafting.</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.</u> 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. <u>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.</u> As a result the majority of pupils make good progress.</p>	
<p>Establishing Trainee teachers achieving the Standard at this level will have demonstrated that: 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.</p>	<p>Next Steps: Planning now needs to take place over time to ensure progress is made by all – medium term planning. Pupils need to reflect through engaging and effective methods.</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)

<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 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: Planning of lessons demonstrates secure subject knowledge and any topics being taught, which X is unfamiliar with are researched beforehand. Knowledge currently is updated regarding the new KS3 marking criteria using Doodle and the new GCSE Specification. X attends department sessions where moderation takes place using the new assessment objectives and marking is also moderated as a department. Evidence of understanding is then incorporated in planning and teaching.</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. They model good standards of written and spoken communication in all professional activities 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.</u> They demonstrate an understanding of the need to promote high standards of communication, 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: Ensure X develops her understanding of systematic phonics which can be gained through the school system sound training.</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)

<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 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. <u>They are highly reflective in critically evaluating their practice.</u> 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: Lessons cater for the needs of students. Taking into consideration students' current grades and target grades and the assessment objectives, lessons are differentiated using outcomes and sentence stems and model answers are offered where necessary. X is extremely reflective and understands where progress is being made.</p>
<p>Embedding Trainee teachers achieving the Standard at this level will have demonstrated that: They show a willingness to try out a range of approaches to teaching and learning. <u>They plan lessons that take account of the needs of groups of learners and individuals, 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.</p>	
<p>Establishing Trainee teachers achieving the Standard at this level will have demonstrated that: 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.</p>	<p>Next Steps: Make a positive contribution to the development of curriculum and resources in their placement settings through creating a SOW or adapting a current SOW. Incorporate imaginative and creative strategies into lessons through student leadership.</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)

<p>Trainee Teacher's Attainment</p> <p>This column illustrates the link between the Formative Feedback Guidance and the numerical grades.</p>	<p>End Point Report - completed by mentors.</p> <p>Please comment on the trainee's achievements and progress with this Standard and suggest next steps</p>
<p>Enhancing</p> <p>Trainee teachers achieving the Standard at this level will have demonstrated that:</p> <p>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:</p> <p>Teaching is adapted according to the needs of students through differentiated outcomes and resources. Students with SEN are also placed closer to the front in order for one to one support to be offered to ensure progress is made by all in an inclusive learning environment. Through CPD sessions X has also become aware of how to respond to a range of barriers which may not currently be a part of her lessons – she is aware they exist and understands how they can be overcome if they arise.</p>
<p>Embedding</p> <p>Trainee teachers achieving the Standard at this level will have demonstrated that:</p> <p><u>They consistently adapt their teaching to meet the needs of individual and groups of learners to support progression in learning. 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</p> <p>Trainee teachers achieving the Standard at this level will have demonstrated that:</p> <p>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.</p>	
<p>Emerging</p> <p>Trainee teachers achieving the Standard at this level will have demonstrated that:</p> <p>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:</p> <p>Become familiar with working with available support staff and understand how progress can be achieved through extra support.</p> <p>Become familiar with a range of effective teaching approaches: more student independent led learning.</p>



S6. Make accurate and productive use of assessment

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: <u>Good understanding of the statutory assessment requirements for the subjects and age phases taught.</u> 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. <u>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.</u> Use relevant school and pupil data to set challenging targets for groups and individuals; use data to monitor and secure good progress. <u>They assess learners' progress accurately and provide consistent and precise feedback both orally and through marking and they support learners in responding to feedback.</u></p>	<p>Achievements:</p> <p>X is familiar with the new assessment criteria at both KS3 and KS4. Department meetings have been attended where new assessment objectives are discussed and marked pieces moderated. Marked pieces are graded using relevant assessment data and data is recorded on school's systems. Students are also made aware of the progress they are making through DIRT lessons and redrafting.</p>
<p>Embedding Trainee teachers achieving the Standard at this level will have demonstrated that: <u>Good understanding of the statutory assessment requirements for the subjects and age phases taught</u> 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: 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.</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:</p> <p>Begin to use a range of assessment strategies which are creative and student led: peer assessment, self-assessment.</p> <p>Use pupil data to set challenging targets for groups and individuals especially those who are more able.</p>

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

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 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: The school's behaviour policy is followed fairly and consistently within lessons and X has clear classroom rules which are adhered to. Students are praised where good examples of behaviour are demonstrated. Where students are challenging, X seeks support from members of the department.</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.</u> 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.</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.</u> 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. <u>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>Next Steps: X now needs to follow the school's policy using rewards, a 'Learn to Earn' account needs to be set up so credits can be issued. For students who are continuously disruptive behaviour needs to be followed up with HOH / GM / parents.</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>	



S8. Fulfil wider professional responsibilities

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 are proactive in seeking out opportunities to contribute in a significant way to the wider life and ethos of the school. <u>They build strong professional relationships and demonstrate that they are able to work collaboratively with colleagues on a regular basis.</u> 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: X contributes to the wider role of the school through supporting a vertical form group, where she has been responsible for registering students and sharing notices and supporting students in assembly. Training days and sessions are also attended regularly in order to support professional development. X is extremely proactive when responding to feedback from other colleagues and ensuring she meets all targets set, which is reflected throughout her teaching practice. This term X has focused upon differentiation and now embeds this throughout her lessons using advice given from colleagues across the department.</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 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 value the feedback they receive from more experienced colleagues, using it to develop their own teaching further.</u> They communicate effectively with parents and carers in relation to pupils' achievements and well-being.</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.</u> 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.</p>	<p>Next Steps: To communicate effectively with parents and carers in relation to pupils' achievements through parents' evenings and phone calls / letters home. To seek advice from relevant professionals in relation to pupils with individual needs – work with the EAL and SEN department regarding individual needs and HOH / GM regarding behaviour or praise.</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)

<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>Achieving Trainee teachers achieving the Standard at this level will have demonstrated that:</p> <p>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.</p> <p>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.</p> <p>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 <i>School Teachers' Pay and Conditions</i> document.</p>	<p>Achievements:</p> <p>X has developed professional relationships with a range of colleagues within the department to seek advice when required. Safeguarding procedures of the school are adhered to and lessons take into consideration social and cultural diversity, which is evident through poetry lessons studied this term and novel studies where social and cultural influences have been shared with students. School policies are adhered to consistently and X is able to create an inclusive environment for learning for all.</p>
<p>Not Achieving Trainee teachers achieving the Standard at this level will have demonstrated that:</p> <p>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.</p> <p>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.</p> <p>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 <i>School Teachers' Pay and Conditions</i> document.</p>	<p>Next Steps:</p> <p>Continue above and develop relationships with colleagues outside of the department and parents and carers.</p>

Key areas of **strength** to date

Standards

<p>X is able to use target and current grades to differentiate work set through lesson outcomes and offering sentence starters and model examples. She supports those less able.</p> <p>X is able to reflect on her teaching consistently and responds to all feedback given by all colleagues. All targets set are also applied to all classes taught.</p> <p>X follows the school's behaviour policy consistently and fairly and students are aware of classroom rules and expectations of the class teacher.</p> <p>The school's marking policy is also adhered to and marked pieces are given a current grade and marking clearly outlines what students need to do to ensure progress is going to be made. Marking is then used to inform planning.</p>	<p>S6 S5 S2</p> <p>S8</p> <p>S7</p> <p>S6 S5 S2</p>
--	---

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

Area and Standard	Action required	Success criteria	Cause for Concern? (Y/N)
S6 S5 S2	Ensure more able being challenged	Challenge those more able through independent / student led activities	N
S8 S7	Communicate with a range of colleagues: FT, HOH, GM, parents and carers and those with responsibility EAL / SEN where necessary	Parents' evening	N

--	--	--	--

(Y/N)

N

Trainee's Signature: X **Mentor's Signature:** X

Date 14.12.16 **Date:** 11.12.16

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