



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

Name of trainee:	Subject: Art and Design	School:
½ days absent: None	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:</p> <p>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: has designed and delivered a series of lessons based on various units of work such as the animation project with the year 9 group where he has set high expectations, believing that all pupils have the potential to make progress. Whilst teaching the lessons on using clay, he has established a safe and stimulating environment by making the classroom expectations clear. He has consistently demonstrated professional behaviour towards colleagues, parents and carers and has supported the ethos of the school which can be seen through him helping out at the opening evening and on the curriculum day where he worked along- side other teachers in the humanities department. He has shown an enthusiasm for working with students and has led a karate club after school on a regular basis.</p>
<p>Embedding Trainee teachers achieving the Standard at this level will have demonstrated that:</p> <p><u>They are reliable in encouraging pupils to participate and contribute in an atmosphere conducive to learning.</u> 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. 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.</p>	
<p>Establishing Trainee teachers achieving the Standard at this level will have demonstrated that:</p> <p><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: To improve further and to reach an embedding, he will need to ensure that he establishes an atmosphere that is rooted in mutual respect at all times through the use of the behaviour policy in a fair manner which produces a conducive learning environment where the pupils see this as a clear and fair policy. Further differentiation will be needed to promote pupils resilience, confidence and independence when</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.

tackling challenging activities. He needs to try and use further questioning within the lesson especially at the start which will enthuse and motivate to allow most of the students to take an active participation in learning.



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:</p> <p>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: has liaised with the usual class teacher and other professionals in order to understand how teachers are accountable for pupils' attainment, progress and outcomes. He has started to apply this, insuring that the work produced is clearly evidenced in the sketchbooks. Having created units of work for the Year 8 project, has shown evidence for the short and medium term planning, demonstrating some understanding of, and provision for, pupil progression, taking into account some prior achievement. has provided some opportunities for pupils to reflect on the progress they have made and their emerging needs. He has done this through peer-assessment and self-assessment techniques and has given limited time for refining and improving work. There is evidence of a lot of the groups of students making satisfactory progress where He has encourage some independent learning especially when the students were using clay to produce outcomes.</p>
<p>Embedding Trainee teachers achieving the Standard at this level will have demonstrated that:</p> <p>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. <u>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. 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.</p>	<p>Next Steps: To show further improvements, needs to use his knowledge of effective teaching strategies to encourage independent learning set appropriate challenging tasks which enabled the learners to make good progress. Further reading and experience in this area will greatly benefit He when planning for more effective teaching strategies. Additionally, further independent and autonomous learning can be encouraged by He if he were to make exemplar material and further additional resources for teaching which could allow all groups of pupils to make at</p>
<p>Establishing Trainee teachers achieving the Standard at this level will have demonstrated that:</p> <p><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>	



Emerging

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least satisfactory progress. He needs to create regular opportunities for independent and autonomous learning disability and He needs to create regular opportunities for independent and autonomous learning, this will ensure that the majority of pupils make very good progress. He needs to ensure that he allows students to carry out various forms of assessment including self and peer assessment, so that students are given further opportunity to reflect on their learning.



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:</p> <p>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: He has shown a secure knowledge within the Art and Design curriculum to foster and maintain pupils' interest in the subject and address misunderstandings. He has developed his skill of using clay and he has attended extracurricular classes to develop his clay skills further. At the request of the head of the faculty he has worked with particular individuals defectively develop pupils' interest in sculpting using clay. He has also developed the skill such as oil-pastel mono-printing to teach effectively for the key stage 3 unit of work on the Day of the Dead cultural art theme. He is aware of the need to update his subject and pedagogical knowledge and he has worked alongside the textiles teacher in order to develop new textiles based skills suitable for key stage 3 units of work. Additionally, He has developed a scheme of work based on animation which was one of his points for development. The scheme did not go to plan but He made a few changes and improvised the units based on the resources available.</p>
<p>Embedding Trainee teachers achieving the Standard at this level will have demonstrated that:</p> <p><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.</u> 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 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>Next Steps:</p>
<p>Establishing Trainee teachers achieving the Standard at this level will have demonstrated that:</p>	



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, if teaching early reading they have an understanding of systematic phonics and if teaching early mathematics they have an understanding of different teaching strategies.

Emerging

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He needs to show further evidence of taking the responsibility for promoting high standard of literacy and the correct use of standard English. He needs to ensure that the presentation of students work with regards to having the learning objectives clearly stated is on a more consistent basis. He needs to ensure that the evidence gathered from his primary placement is added to the evidence folder to gain a higher grade in relation to early years teaching. Further planning needs to be seen in terms of subject specific vocabulary being more emphasised in the lessons. He can do this by identifying a range of keywords associated with particular lessons or skills which will embed learning further in relation to subject specific language. He needs to produce further visual material such as exemplars and visual power points in order to assist with the learners' development of knowledge, understanding and skills in the subject. Ensure that all literacy based worksheets are checked before being handed out.



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:</p> <p>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>He has reflected on his own planning and teaching to prepare future activities and tasks. He has planned appropriate homework after having reflected on the level of homework and has made changes where necessary.</p> <p>After having reviewed previous lessons He has planned individual lessons that are appropriately structured to support pupils in developing their knowledge this can be seen where he developed a series of lessons leading up to the creation of a leading up to the creation of African masks.</p> <p>He has created an engaging learning environment especially when organising the room for a clay workshop style layout where he has shown enthusiasm and excellent planning and organisation of materials prior to the lesson.</p>
<p>Embedding Trainee teachers achieving the Standard at this level will have demonstrated that:</p> <p>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, through the setting of differentiated learning outcomes, carefully matching teaching and learning activities and resources to support learners in achieving these intended learning outcomes. 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:</p> <p><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.</u> 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: To show further improvements, He needs to make a positive contribution to the development of the curriculum and resources in their placement settings and more initiative is needed with this especially when creating exemplar materials. More time is required with planning schemes of work and curriculum frameworks. Further evaluation is also needed of lessons to understand the effectiveness of the practice, including its impact on learners. Differentiation is required in the lessons which takes into account the needs of the groups of learners and individuals. Have further pace in the lessons and devise innovative teaching approaches such as the use of an online</p>
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stopwatch or other engaging starter activities that take into account the need of each individual.



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:</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: He has started to look at pupil data and he has started to understand how a range of factors can inhibit pupils' ability to learn, and how best to overcome these. In the year 8 classes he has taught individuals who have pupil passports associated to them with particular highlighted needs. He has had a conversation with some of these individuals to find out about any barriers to their learning. He has started to differentiate using approaches which enable pupils to be taught effectively to some extent. He has also supported in the various lessons where he has picked up particular strategies and has tried to use them in his own planning and teaching.</p>
<p>Embedding Trainee teachers achieving the Standard at this level will have demonstrated that:</p> <p>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. 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:</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. <u>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.</u> 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 Trainee teachers achieving the Standard at this level will have demonstrated that:</p> <p><u>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.</u></p>	<p>Next Steps: Try to get to know the pupils well enough to recognise the different needs and strengths of individuals and begin to adapt the teaching through differentiation to address those needs so that every individual is supported towards achieving their potential. Explore individuals' target grades and current working grades and take this into account with any future planning. Develop more consistency in planning differentiated resources and different teaching approaches needed to engage and support pupils with particular needs, as mentioned on the pupil passports. Start to use positive praise on a consistent basis and recognise the input of individuals within the lessons more regularly. Also, show more consistency in following up about any barriers to learning regards to</p>



**distractions and behaviour for learning
to embed a more positive environment.**



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:</p> <p>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: He has started to use some strategies to know and understand how to assess within the art and design curriculum. He has started to use peer assessment more frequently in lessons and has given outstanding one-to-one feedback to individuals during lesson time. There has also been evidence of some marking taking place in the sketchbooks using the school marking policy. He has also led plenary in the lessons to provide formative and summative feedback of outcomes and ongoing classwork. He has also attended meetings in relation to the school assessment and feedback policy. Occasionally He has started to use the improvements policy where the students have been asked to note down any improvements which have been made, using a green pen. He has provided outstanding one-to-one feedback to carry out teacher assessment within the lessons.</p>
<p>Embedding Trainee teachers achieving the Standard at this level will have demonstrated that:</p> <p>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. 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.</p>	<p>Next Steps: He needs to assess progress regularly and accurately and consequently set summative grades. He needs to take a look at individuals target grades for the end of the year and also for the end of the key stage, he needs to look at the current working grade and establish success criteria so that the students can meet their target grades. More thorough and consistent marking is required, along with success criteria and exemplars of work. Further examination of the life after levels marking criteria needs to be explored. Marking at GCSE and moderation is</p>
<p>Establishing Trainee teachers achieving the Standard at this level will have demonstrated that:</p> <p><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:</p>	

PGCE Secondary
End of Placement Report



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University

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.

something that He can develop the skills for at his next placement if there is an opportunity for this.



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:</p> <p>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: He has attended the behaviour training within the school and has started to apply the rules fairly towards the end of the placement. Having observed establish teachers within the department He is becoming more aware of the range of strategies used to promote positive behaviour. In relation to positive behaviour He has handed out postcards or positive reward cards, he has also identified students to give a positive phone call home to. In terms of any negative behaviour He has handed out the school behaviour policy sanctions which include a b1, 2 or 3 and he has also sat through any after-school detentions to talk through some of the issues within the lesson with individuals and to identify any strategies that will bring about positive change. This was done using the restorative justice approach. Having led an after school art club, He has managed classes effectively in order to involve and motivate them. He has maintained good relationships with the individuals and has had a group of students attending his karate club after school on a weekly basis.</p>
<p>Embedding Trainee teachers achieving the Standard at this level will have demonstrated that:</p> <p>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. 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. They actively seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.</p>	<p>Next Steps: He needs to explore a range of strategies that experienced teachers use to promote positive behaviour and the positive attitudes and apply these effectively, he needs to have consistently high expectations. He needs to promote a more positive behaviour to praise and identifying any positive contributions from individuals. Any major disruptions within the lesson needs to be addressed at all times. Continue to talk to the behaviour manager to establish further strategies. Continue to explore your tone of voice and the projection of voice being more assertive where necessary. Move around the classroom further.</p>
<p>Establishing Trainee teachers achieving the Standard at this level will have demonstrated that:</p> <p><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:</p>	

PGCE Secondary
End of Placement Report



BIRMINGHAM CITY
University

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.

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:</p> <p>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: He has made a positive contribution to the wider life of the school, he has volunteered to run a karate club after school on a weekly basis where he has had a good turnout of students. He has built effective professional working relationships with various colleagues and has quickly learnt their names and roles and responsibilities and has identified those staff who may come of some help towards learning new skills in relation to personal and professional development. He has assisted on the school open evening where he has worked with all members of the department and has liaised with parents. He has used his own initiatives to contact the person in charge of extra-curricular activities and has arranged an after school karate club where he has produced advertisement to promote the club. He has also worked alongside the teachers in the Humanities department when assisting in the year 10 Curriculum day. He has directed staff within lessons to support the learning in various ways according to individual needs. He has direct staff to work with groups of students as well as individuals and especially those who hold a student passport for various needs. He had identified his personal professional learning needs in relation to subject knowledge or use of media such as clay, animation, behaviour management and has taken an active role to address these targets. Additionally, He has identified students needing positive praise and has written scripts as to what needs to be said to the parents and the phone calls have been made by relevant class teachers.</p>
<p>Embedding Trainee teachers achieving the Standard at this level will have demonstrated that:</p> <p>They regularly contribute to the wider life and ethos of the school. 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. 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:</p> <p><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: Continue to regularly contribute to the wider life of the school and continue to build good professional relationships with colleagues. Continue to use the feedback provided by experienced staff to your advantage when planning lessons and be more pro-active with finding out any necessary information about grading criteria, marking of work, progress and innovative teaching practices. Continue to use any opportunities you get to provide feedback on a regular basis to parents and carers.</p>
<p>Emerging 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>	



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:
(circle)

Achieving

Not Achieving

<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><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></p> <p><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></p> <p><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 <i>School Teachers' Pay and Conditions</i> document.</u></p>	<p>Achievements: He has shown a commitment to the teaching profession and he has been punctual for all lessons and has worked hard throughout the duration of his first teaching practice. He has shown a professional dress code at all times and read any documentation provided by the school in relation to the various policies and has completed the necessary safeguarding and child protection training successfully with a pass. Through planning for and teaching various KS3 lessons and supporting in KS4 and a KS5 lesson He is becoming more aware of the broad and balanced curriculum that needs to be taught within schools. He has trailed students and has identified aspects related to bullying which he has managed in a very professional manner due to the training that he has had. He has taught PSHE to a year 8 form class and has understood the importance of providing a broad curriculum.</p>
<p>Not Achieving Trainee teachers achieving the Standard at this level will have demonstrated that:</p>	<p>Next Steps:</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.

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.

Continue to develop your confidence, enthusiasm and skills. Think about the well-being of yourself at the same time so that you are planning your time effectively to produce the best outcomes.



Key areas of **strength** to date Standards

Excellent one to one formative feedback given on an individual basis to the students.	6b
Enthusiasm for fulfilling wider professional responsibilities through running a karate club after school. This will continue after half-term.	8a
Subject knowledge development of using clay to engage learners. Subject knowledge development of using Animation for teaching year 9 students.	3a 3a
Hard-working, dedicated to getting things accurately done, continues to maintain high standards in terms of professionalism. Is always punctual to school and is always well presented.	P2
Having a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these. He has done well with identifying this through speaking to individuals.	5b
He has used support staff effectively within lessons, to work with individual and groups of students.	8d

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

Area and Standard	Action required	Success criteria	Cause for Concern? (Y/N)
3c	Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English.	Continue to check any resources for literacy errors and promote good presentation and literacy in lessons more consistently.	N
3d,e	If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics. If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.	Put your evidence in from your primary placement with regards to this.	N

