

**PGCE Secondary**



**Progress Journal**

**Faculty of Health, Education and Life Sciences**

**2020-2021**

**Faculty of Health, Education and Life Sciences**

**2019-2020**

**Introduction**

The purpose of this journal is to enable and evidence your progress as a trainee throughout your PGCE and during school experience. This is achieved by providing a structure for personalised target setting and the collection of evidence. This journal is to be used in preparation for and as part of your weekly mentor meetings in school and progress review meetings with your BCU tutor.

It is your responsibility as a trainee to ensure that this journal is systematically completed and supporting evidence is collected and suitably organised. Before your weekly mentor meetings you must summarise the evidence which you have collected over the course of the week, against each of the 2012 Teachers’ Standards and standard prompts (i.e. 1a, 1b or 1c). Evidence which you refer to here has to be evaluated and stored either physically or electronically. You must then complete the reflection to provide an overview of your professional progress.

Targets from the previous week should be discussed, and it is the mentor’s role to indicate in the outcomes box, the extent to which these have been met. For the week ahead, mentor and trainee should then negotiate three targets as next steps of progress. Of these three targets, at least one should be subject specific (based on both the immediate demands of your teaching and your subject knowledge action plan) and one relate to professional practice. It is important that each target is clear about how it will be successfully achieved.

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| Before the weekly mentor meeting | In the weekly mentor meeting | After the weekly mentor meeting |
| Trainee completes the ‘weekly standards’ page to reflect upon progress made during the week in relation to the Teachers’ Standards. Trainee writes a brief summary statement in the reflection box on the ‘weekly targets’ page. Consider any evidence you might have gathered that week that could be used to present at your next Progress Review Meeting with your university tutor. | Previous week’s targets are reviewed and mentor confirms progress against these. Targets for the coming week are negotiated. A target relating to subject knowledge should be included. The descriptors on the BCU trackers are used to inform the discussion and set targets (current progress can be underlined in pencil on the descriptors). | Trainee ensures that the targets set are addressed over the coming week and collates any evidence from the week that could be used to present at the next Progress Review Meeting with the university tutor. Ensure that the subject pedagogy critical reflection page for that week has been completed (these feature towards the end of this document). |
| As a means of standardisation and moderation across the programme, tutors will review this journal and the collection of supporting evidence as part of school visits, at suitable University based sessions and during Progress Review Meetings. | | |

End of placement:

Engaging in professional self-assessment, the trainee completes the overview and reflection pages in this journal. Together with the weekly progress journal, the BCU tracker and supporting evidence, these then support the mentor in completing the end of placement report.

**Journal Tasks**

*What are Journal Tasks?*

* These are a series of directed tasks to help you address the **Teachers’ Standards** and to help you become familiar with and develop your professional regard for the ethos, policies and practices of your placement school. You will receive feedback on the completion of the Journal Tasks and this will provide evidence towards achieving the Teachers’ Standards.

*When should my Journal Tasks be completed?*

* **Tasks 1 – 4** are to be completed during the first term of the course (**by 18th December at the latest**). Your responses should be shown to your subject mentor in school for them to sign off by 18th December. Your BCU tutor will check that this has been done in Progress Review Meeting 2.
* **Tasks 5 – 8** are to be completed during the first part of the second term of the course (**by 12th February at the latest**). Your responses should be shown to your subject mentor in school for them to sign off by 12th February. Your BCU tutor will check that this has been done in Progress Review Meeting 3.

*How are my Journal Tasks to be completed?*

* Type your responses into the boxes within each task (see the tasks on the next pages). The boxes will expand when you type into them.
* Journal Tasks are not essays! In most cases, brief notes are all that is required as the response to the various parts of each task.
* Some tasks require you to provide separate documents such as lesson plans or units of work – you are directed within the task instructions to save these into the One Drive files that you will be setting up via your BCU email account so that you can share these files with your subject mentor and BCU tutor.
* As a rough guide to the nature and extent of response expected for each task, the following codes are used:

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| Code A | **Summary**. Bullet points to summarise reading, research or other investigations; lists of facts, figures or references. There may be some short statements that are reflective, evaluative, analytical or expressions of personal opinion. |
| Code B | **Explanation**. Bullet points or lists, written in sentences, that may summarise circumstances or situations and including more detailed statements that are reflective, evaluative, analytical or expressions of personal opinion. |
| Code C | **Evaluation**. More detailed responses to tasks, written in prose, to explain or clarify circumstances, reflect, evaluate, analyse or otherwise consider the issue in a balanced and considered manner, possibly referring to wider reading, research or other investigations. |

*How are my Journal Tasks monitored?*

* Once you have completed a task, show your response to your subject mentor so that they can check that the content of your response is appropriate and that you have shown an appropriate level of understanding of the task.
* Your BCU tutor will ask to see your responses in your Progress Review Meetings.
* Your tutor will also check on the progress you are making towards completing the tasks when they visit you in school and during your Progress Review Meetings.
* You should make reference to the completed Journal Tasks in your Weekly Reflection Pages later in this document.

*Who can help with these Journal Tasks?*

* Your Professional and Subject Mentors, and other relevant staff will be able to help you complete these tasks.

**In completing all directed tasks, you are reminded of the need to respect anonymity and for professionalism in written responses.**

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| **Journal Task 1 –** School Profile/Safeguarding and wellbeing | |
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| **Complete this task by 18th December and present during Progress Review Meeting 2** | |
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| **This task relates directly to Teachers’ Standard:** | **Part 2** |
|  | |
| Essential reading for this Task:  Bryan, H. (2019). Chapter 5 Helping Pupils Learn – 5.7 Developing Critical Thinking. In: Capel, S., Leask, M., Younie, S., *Learning to Teach in the Secondary School*, 8th Ed., Oxon: Routledge. | |
| Background reading for this Task:  Lum, G. (2011) Chapter 7 School Management and Leadership. In: Dillon, J. & Maguire, M., *Becoming a Teacher: Issues in Secondary Education*, 4th Ed., Berkshire: Open University Press. | |
|  | |
| Part A:  *Access school data that will enable you to describe the social, cultural, linguistic, religious, and ethnic profile of the pupils who attend this school. Is there a relationship between this profile and the number of pupils for which the school receives Pupil Premium funding? If there is, describe it here.*  (Code A) | |
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| **Write your Part A Response here:**  X | |
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| Part B:  *Following discussions with Professional and Subject Mentors and other relevant colleagues, explain how this profile impacts on the work of the school. What are the school's particular challenges and opportunities? How is diversity valued in the school as a whole, in the classroom, and in the pastoral system? What are the safeguarding priorities in the context of this school?*  (Code C) | |
|  | |
| **Write your Part B Response here:** | |
| X | |
| Part C:  *In discussion with your mentors, list the names and roles/responsibilities of other colleagues in the school from whom you should seek information and advice in order to safeguard and promote the well-being of children and young people. For each role/area of responsibility suggest possible information regarding a pupil that you could report to that person, were any information to be discovered.*  (Code B) | |
|  | |
| **Write your Part C Response here:**  X | |
|  | |
| Part D:  *In discussion with Professional or Subject Mentors or other relevant colleagues, and respecting anonymity, outline a case (actual or hypothetical) where a pupil’s safety and/or well-being was a cause for concern and outline the steps taken to address the concerns.*  (Code B) | |
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| **Write your Part D Response here:** | |
| X | |
| Part E:  *Use the Ofsted website (*[*https://reports.ofsted.gov.uk/*](https://reports.ofsted.gov.uk/)*) to locate the most recent Ofsted report for your placement school. Identify the date of the last inspection, the overall grade of the inspection and the grades for the four key areas of ‘achievement of pupils,’ ‘quality of teaching,’ ‘behaviour and safety of pupils,’ and ‘leadership and management.’ If a full inspection report is not available, you may be able to access a short inspection report or an academy conversation letter with links to the Ofsted report before conversion.*  (Code A) | |
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| **Write your Part E Response here:** | |
| X | |
| Part F:  *In reference to the most recent Ofsted report, what are the school’s strengths and development points in each of the four key areas?*  (Code B) | |
| **Write your Part F Response here:** | |
| X | |
| Part G:  *In discussion with your Professional Mentor, discuss the school’s current priorities in response to the most recent Ofsted inspection report.*  (Code B) | |
| **Write your Part G Response here:** | |
| X | |

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| *Signature of SM or PM to confirm that the content of this response is appropriate and that the trainee has shown an appropriate level of understanding of the task.*  SM/PM |

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| **Journal Task 2 – Promoting Pupil Progress** | |
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| **Complete this task by 18th December and present during Progress Review Meeting 2** | |
| **This task relates directly to Teachers’ Standards:** | **1 & 2** |
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| Essential reading for this Task:  Gervis, M. & Capel, S. (2019) Chapter 3 Classroom interactions and managing pupils – 3.2 Motivating pupils. In: Capel, S., Leask, M. & Younie, S., *Learning to Teach in the Secondary School*, 8th Ed., Oxon: Routledge | |
| Background reading for this Task:  Burton, D. (2019) Chapter 5 Helping Pupils Learn – 5.1 Ways pupils learn. In: Capel, S., Leask, M. & Younie, S., *Learning to Teach in the Secondary School*, 8th Ed., Oxon: Routledge  Lowe, M. (2019) Chapter 5 Helping Pupils Learn – 5.2 Active learning. In: Capel, S., Leask, M. & Younie, S., *Learning to Teach in the Secondary School*, 8th Ed., Oxon: Routledge  Howard-Jones, P. (2019) Chapter 5 Helping Pupils Learn – 5.6 Neuroeducation: the emergence of the brain in education. In: Capel, S., Leask, M. & Younie, S., *Learning to Teach in the Secondary School*, 8th Ed., Oxon: Routledge  Hayes, S. (2012) Chapter 15 Raising attainment. In: Brooks, V., Abbott, I. & Huddleston, P., *Preparing to Teach in Secondary Schools*, 3rd Ed., Berkshire: Open University Press. | |
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| Part A:  Read *Ch 3, Classroom interactions and managing pupils, 3.2, Motivating Pupils, Gervis, M., Capel, S., in Capel, Leask and Younie (2019). Consider figure 3.2.2. In discussion with your Professional Mentor and/or Subject Mentor select a teacher in your placement school whose teaching is known to be “Good” or “Outstanding”. This can be either through an Ofsted grading of the teacher’s teaching, or through the school’s internal appraisal or other accountability system. This teacher may be a member of your subject team, or may be a teacher in another department. Request this teacher’s permission to carry out a structured observation of them teaching a lesson. If they are not willing to be observed, thank them for their time taken to discuss the matter with you, and seek another teacher to observe. Use a BCU Learning Observation Record to record your observation of the lesson. Record those aspects of the teaching that demonstrate how during the lesson the teacher provides “Positive informational feedback” (Control of feedback), and “Giving ownership” (Control of ownership). Record the effect of these strategies on the learning of the pupils concerned. No more than 100 words.*  *(Code C)* | |
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| **For your Part A response copy and paste your Learning Observation Record here, or if this was written by hand paste a scan of it here:**  X | |
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| Part B:  Read *Ch 3, Classroom interactions and managing pupils, 3.2, Motivating Pupils, Gervis, M., Capel, S., in Capel, Leask & Younie (2019). Consider figure 3.2.1.*  *Respecting anonymity, select two pupils who you will be teaching. In discussion with your Subject Mentor select one pupil who your mentor considers to adopt “mastery-approach goals” and one who focusses on “performance avoid goals”. The pupils need not be made aware of their selection. Analyse the assessment data of these two pupils for your subject. Come to conclusions about the correlation, if any, between the selected pupils’ approaches to learning and their outcomes in your subject as expressed in the assessment data you have analysed.*  (Code C) | |
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| **Write your Part B Response here:**  X | |
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| Part C:  *Annotate a Unit of Work that you are planning for this class showing how you will differentiate the two selected pupils’ work and the differing teaching strategies that you will employ in order to promote the two pupils’ progress, giving them every opportunity to reach their full potential in this Unit of work.*  (code C)  *Put a copy of your annotated Unit of Work in your One Drive file so that you can share it with your SM and BCU tutor. Please ensure that you label/title the Unit of Work clearly with your name, the dates and times of the lessons, the class title, etc.* | |
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| **Write your Part C Response here:** | |
| X | |

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| *Signature of SM or PM to confirm that the content of this response is appropriate and that the trainee has shown an appropriate level of understanding of the task.*  SM/PM |

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| **Journal Task 3 – Behaviour for Learning** | |
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| **Complete this task by 18th December and present during Progress Review Meeting 2** | |
| **This task relates directly to Teachers’ Standards:** | **4 & 7** |
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| Essential reading for this Task:  Child, A., Douglas, A. & Parsons, L. (2013) Chapter 7 – Managing Behaviour for Learning. In: Ellis, V. *Learning and Teaching in Secondary Schools*, 5th edn. London: Sage. | |
| Background reading for this Task:  Burke, J. (2011) Chapter 14 – Call out the troops, discipline and authority. In: Dillon, J. & Maguire, M., *Becoming a Teacher: Issues in Secondary Teaching*, 4th Ed., Berkshire: Open University Press.  Zwozdiak-Myers, P. & Capel, S. (2016). Chapter 3 – Classroom interactions and managing pupils, 3.1 Communicating with pupils. In: Capel, S., Leask, M. & Younie, S., *Learning to Teach in the Secondary School*, 7th Ed., Oxon: Routledge  Gervis, M. & Capel, S. (2016). Chapter 3 – Classroom interactions and managing pupils, 3.2 Motivating pupils. In: Capel, S., Leask, M. & Younie, S., *Learning to Teach in the Secondary School*, 7th Ed., Oxon: Routledge  Garner, P. (2016). Chapter 3 – Classroom interactions and managing pupils, 3.3 Managing classroom behaviour: adopting a positive approach. In: Capel, S., Leask, M. & Younie, S., *Learning to Teach in the Secondary School*, 7th Ed., Oxon: Routledge | |
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| Part A:  *Read Ch 7, Managing Behaviour for Learning, in Ellis (2013). Consider the three factors that the authors say research shows that when implemented by the teacher are likely to minimise unacceptable behaviour. In discussion with your Professional Mentor and/or Subject Mentor select a teacher in your placement school whose teaching is known to be “Good” or “Outstanding”. This can be either through an Ofsted grading of the teacher’s teaching, or through the school’s internal appraisal or other accountability system. This teacher may be a member of your subject team, or may be a teacher in another department. Request this teacher’s permission to carry out a structured observation of them teaching a lesson. If they are not willing to be observed, thank them for their time taken to discuss the matter with you, and seek another teacher to observe. Use a BCU Learning Observation Record to record your observation of the lesson. Record only those aspects of the teaching that fall into the three categories given on p69 of Ellis (2013). State in your observation which of the Teachers’ Standards are met at different times in the lesson.*  *(Code B)* | |
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| **For your Part A response copy and paste your Learning Observation Record here, or if this was written by hand paste a scan of it here:**  X | |
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| Part B:  *Annotate a Lesson Plan for a lesson that you have taught to show where in the lesson you implemented the three factors of teaching that Child, Douglas and Parsons state that research shows when implemented by the teacher are likely to minimise unacceptable behaviour (p69 of Ellis, 2013). Track changes, footnotes, text boxes and different colours are all acceptable ways in which the adaptations can be made clear.*  (Code C)  *Put a copy of your annotated Lesson Plan into your One Drive file so that your SM and BCU tutor can see it. Please ensure that you label/title the Lesson plan clearly with your name, the date and time of the lesson, the class title, etc.* | |
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| **Paste your Part B Response here:**  X | |
|  | |
| Part C:  *In discussion with your Professional Mentor and/or Subject Mentor identify a pupil in your school who presents persistent behavioural problems and discuss their behaviour with your mentors, a pastoral manager or Head of Year. Respecting anonymity, describe:*   * + *The behavioural problems presented;*   + *Perceived underlying causes of behavioural problems;*   + *Interventions employed by the school to improve this pupil’s behaviour;*   + *The effectiveness of these interventions in terms of changing the pupil’s behaviour.*   + *What additional steps you would take, if any, if you were to teach this pupil.*   *NB: Do not interact with the pupil in person with regard to this task in any way.*  *(Code B)* | |
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| **Write your Part C Response here:** | |
| X | |

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| *Signature of SM or PM to confirm that the content of this response is appropriate and that the trainee has shown an appropriate level of understanding of the task.*  SM/PM |

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| **Journal Task 4 – Provision for pupils who have English as an Additional Language or Special Educational Needs and Disabilities** | |
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| **Complete this task by 18th December and present during Progress Review Meeting 2** | |
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| **This task relates directly to Teachers’ Standards:** | **1 & 5** |
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| Essential reading for this Task:  Ellis, V. (2013) *Learning and Teaching in Secondary Schools*, Chapter 13 “Special educational needs” and Chapter 14 “English as an additional language”. London: SAGE. | |
| Background reading for this Task:  Peacey, N. (2019) Chapter 4 – Meeting individual differences, 4.6 An introduction to inclusion, special educational needs and disability. In: Capel, S., Leask, M. & Younie, S., *Learning to Teach in the Secondary School*, 8th Ed., Oxon: Routledge.  Howard, S*. (2012) Chapter 22 Schooling, ethnicity and English as an additional language.* In: Brooks, V., Abbott, I. & Huddleston, P., *Preparing to Teach in Secondary Schools*, 3rd Ed., Berkshire: Open University Press. | |
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| Part A:  *Having read the relevant chapters in Ellis, define briefly (no more than 100 words) the differences in teaching approaches that you will take in your teaching to ensure the progress of pupils who have a Special Educational Need or Disability (SEND) and those for whom English is an additional language. Bear in mind that having a Special Educational Need or Disability and having English as an additional language are very different hurdles to be overcome and can bear little relation to each other in terms of the different teaching approaches that are required to support pupils who face each of these learning issues.*  (Code C) | |
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| **Write your Part A Response here:**  X | |
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| Part B:  *Annotate a Unit of Work or Lesson Plan that you have taught to show how it should be adapted to directly meet the needs of pupils for whom English is an additional language (EAL). Consider how language skills are being developed. Use:* [*http://www.naldic.org.uk/*](http://www.naldic.org.uk/) *for more information. Track changes, footnotes, text boxes and different colours are all acceptable ways in which the adaptations can be made clear.*  (Code C)  Put a copy of your annotated Unit of Work or Lesson Plan into your One Drive file so that your SM and BCU tutor can see it. Please ensure that you label/title the Unit of Work/Lesson Plan clearly. | |
|  | |
| **Write your Part B Response here:** | |
| X | |
| Part C:  *Annotate a Unit of Work or Lesson Plan that you have taught to show how it should be adapted to directly meet the needs of a pupil who has a special educational need or a disability. Consider a pupil who is known to you, although in the interests of anonymity the pupil should be referred to in your scheme of work as “Pupil X”. Track changes, footnotes, text boxes and different colours are all acceptable ways in which the adaptations can be made clear.*  (Code C)  *Put a copy of your annotated Unit of Work or Lesson Plan into your One Drive file so that your SM and BCU tutor can see it. Please ensure that you label/title the Unit of Work/Lesson Plan clearly.* | |
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| **Write your Part C Response here:** | |
| X | |

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| *Signature of SM or PM to confirm that the content of this response is appropriate and that the trainee has shown an appropriate level of understanding of the task.*  SM/PM |

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| **Journal Task 5 – Primary School, Early Reading and Early Numeracy** | |
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| **Complete this task by 12th February and present during Progress Meeting 3** | |
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| **This task relates directly to Teachers’ Standard:** | **3** |
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| Essential reading for this Task:  Jindal-Snape, D. (2019) Chapter 3 – Classroom interactions and managing pupils, 3.4 Primary-secondary transitions. In: Capel, S., Leask, M. & Younie, S., *Learning to Teach in the Secondary School*, 8th Ed., Oxon: Routledge | |
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| *Part A:*  *Having read the relevant chapter in Capel, Leask and Younie, outline here (no more than 100 words) the steps taken by the school to aid its pupils’ successful move to secondary school.*  *(Code C)* | |
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| **Write your Part A Response here:**  X | |
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| Part B:  *Read the report ‘Improving Literacy in Key Stage 1’ by the Education Endowment Foundation:*  <https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Literacy_KS1_Guidance_Report_2020.pdf>  *Summarise the points made about early reading and include points that you were previously unaware of prior to reading this report*  (Code A) | |
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| **Write your Part B Response here:**  X | |
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| Part C:  *Based on your response to the tasks above, suggest strategies that you might implement in your own subject teaching to support ‘struggling readers’; i.e. pupils with low levels of literacy and those who lack confidence in reading.*  (Code B) | |
| **Write your Part C Response here:**  X | |

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| *Signature of SM or PM to confirm that the content of this response is appropriate and that the trainee has shown an appropriate level of understanding of the task.*  SM/PM |

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| **Journal Task 6 – Assessment and the use of Pupil Data** | |
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| **Complete this task by 12th February and present during Progress Meeting 3** | |
| **This task relates directly to Teachers’ Standard:** | **6** |
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| Essential reading for this Task:  Husbands, C. (2012) Chapter 10 – Using assessment data to support pupil achievement. In: Brooks, V., Abbott, I. & Huddlestone, P., *Preparing to Teach in Secondary Schools*, 3rd Ed., Berkshire: Open University Press.  Capel, S., Leask, M. & Younie, S (2019) Chapter 6 Assessment, *Learning to Teach in the Secondary School*, 8th Ed., Oxon: Routledge | |
| Background reading for this Task:  Harrison, C. (2011) Chapter 17 Making assessment work in the classroom. In: Dillon, J. & Maguire, M., *Becoming a Teacher: Issues in Secondary Teaching*, 4th Ed., Berkshire: Open University Press.  Briggs, J. & Ellis, V. (2013) Chapter 6 – Assessment for learning. In: Ellis, V. *Learning and Teaching in Secondary Schools*, London: SAGE. | |
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| Your reading on the subject of “Assessment” will have told you that this is a multi-faceted area of teaching and of education policy and practice as a whole. It is also a contested area characterised by continuous debate and continuously evolving policy. As a teacher you should be aware of these debates and the differing viewpoints on offer. This Journal task will enable you to research into current assessment practice in your placement school, the rationale for this including how the school sets out to use assessment data to promote pupil progress, and how the school expects teachers to use assessment data in their planning and teaching.  Part A:  *Read 10.2 “The range of data available” in Ch 10, Using assessment data to support pupil achievement, Husbands, C., in Abbott, Brooks and Huddleston (2012). In consultation with your Subject and Professional Mentors and other relevant colleagues, find out what datasets (for example NFER, CEM or FFT, see p136 in Abbott, Brooks and Huddleston (2012) your placement school principally uses to help it gather reliable data on how well pupils in the school are doing. Also find out if possible the school’s rationale for using one or some datasets over others that are available.*  (Code A) | |
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| **Write your Part A Response here:**  X | |
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| Part B:  *In consultation with your Subject and Professional Mentors and other relevant colleagues, find out how your placement school is approached the issue of the removal of National Curriculum Levels as a way of assessing pupils’ attainment and progress. State here the model that the school is now using to assess pupil progress, the kind of data that this produces, and how the school is directing its teachers to use this data as a tool for driving up pupil attainment. Bear in mind that some schools will have continued with a system of reporting on pupil progress through a set of levels that closely resemble the previous National Curriculum levels, others will have found another system and still others will have abandoned any reference to levels, this may be now a Pixl management system, if so look at this in relation to your subject and include your critique of this in your response.*  (Code B) | |
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| **Write your Part B Response here:**  X | |

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| *Signature of SM or PM to confirm that the content of this response is appropriate and that the trainee has shown an appropriate level of understanding of the task.*  SM/PM |

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| **Journal Task 7 – Post-16 education in your subject** | |
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| **Complete this task by 12th February and present during Progress Meeting 3** | |
| **This task relates directly to Teachers’ Standard:** | **3** |
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| Essential reading for this Task:  Abbot, I. & Huddleston, P. (2012) Chapter 19 – 14-19 Curriculum reform. In: Brooks, V., Abbott, I. & Huddlestone, P., *Preparing to Teach in Secondary Schools*, 3rd Ed., Berkshire: Open University Press. | |
| Background reading for this Task:  Gibbons, S. (2011) Chapter 27 14-19 education: broadening the horizons. In: Dillon, J. & Maguire, M., *Becoming a Teacher: Issues in Secondary Education*, 4th Ed., Berkshire: Open University Press.  Armitage, A. (2007) *Teaching and Training in Post-Compulsory Education*. 3rd ed. Berkshire: Open University Press. Chapter 1 – Working in post-compulsory education and Chapter 7 – Exploring the curriculum & Chapter  Please also consult relevant chapters in regards to Post-16 education in your subject course readers. | |
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| Part A:  *In reference to your reading, with support from school mentors, and through your own research identify the range of courses and programmes that can be studied in your subject at post-16. Consider the wide range of courses available including ‘A’ Level subjects, the* [*International Baccalaureate*](http://www.ibo.org/)*, vocational courses such as* [*BTEC*](http://qualifications.pearson.com/en/about-us/qualification-brands/btec.html?utm_source=btecinternational2015&utm_medium=Print&utm_campaign=INT_GEN_01FEB2015_btecinternational2015)*, OCR Technicals, etc. For each course/programme identified, outline the key features and a brief overview of the specification for each one.*  (Code B) | |
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| **Write your Part A Response here:**  X | |
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| Part B:  *With support from your school mentors, identify the local opportunities for the pupils in your placement school to study your subject at post-16. Consider the breadth of the provision and what your placement school does at Key Stage 4 to prepare pupils to potentially continue their studies into post-16.*  (Code B) | |
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| **Write your Part B Response here:**  X | |
| Part C:  *Using your response to Part A for guidance, identify a topic taught on a post-16 course or programme in your subject and write a unit of work that will cover this topic to be taught at post-16 level. Your chosen topic should link to an area on your subject knowledge audit that you are less confident with at this point in the course. Please annotate your unit of work to show how you are addressing the assessment criteria from the course, programme or exam specification.*  Put a copy of your annoted unit of work into your One Drive file so that your SM and BCU tutor can see it.  (Code C) | |
| **Write your Part C Response here:**  X | |

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| *Signature of SM or PM to confirm that the content of this response is appropriate and that the trainee has shown an appropriate level of understanding of the task.*  SM/PM |

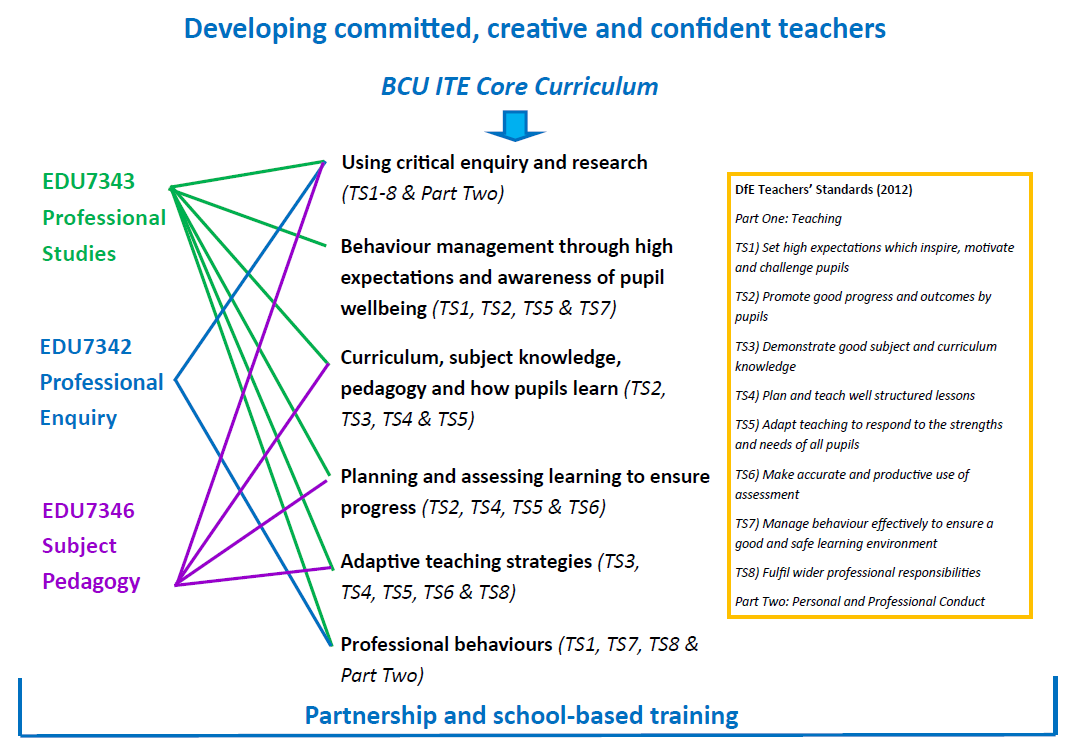
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| **Journal Task 8 – Online teaching and learning** | |
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| **Complete this task by 12th February and present during Progress Meeting 3** | |
| **This task relates directly to Teachers’ Standard: 2 & 4** |  |
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| Essential reading for this Task:  Mitra, S. (2013) TED *Building a school in the cloud* [video] Available at: <https://www.youtube.com/watch?v=y3jYVe1RGaU> [Accessed: 02/09/2020]  Mitra, S. (2003) *Minimally invasive education: a progress report on the ‘hole in the wall’ experiments* [online] Available at: <https://bera-journals-onlinelibrary-wiley-com.ezproxy.bcu.ac.uk/doi/epdf/10.1111/1467-8535.00333> [Accessed: 02/09/2020] | |
| Background reading for this Task:  Department for Education (2020) *Adapting teaching practice for remote education* [online] Available at: <https://www.gov.uk/guidance/adapting-teaching-practice-for-remote-education> [Accessed: 02/09/2020]  Education Endowment Fund (2020) *Rapid evidence assessment: distance learning* [online] Available at: <https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Remote_learning_evidence_review/Rapid_Evidence_Assessment_summary.pdf> [Accessed: 02/09/2020]  Education Endowment Fund (2020) *Rapid evidence assessment: remote learning* [online] Available at: <https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Remote_learning_evidence_review/Remote_Learning_Rapid_Evidence_Assessment.pdf> [Accessed: 02/09/2020]  Additional resource:  The Oak National Academy <https://www.thenational.academy/> | |
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| Part A:  *Sugata Mitra’s School in the Cloud project attempted to overcome a particular set of barriers to learning. Does it have relevance to UK schools? Using the resources above, and your own research, reflect on what constitutes effective online pedagogy. Produce a summary of the key points from your findings.* | |
|  | |
| **Write your Part A Response here:**  X | |
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| Part B:  *Discuss practical issues and challenges associated with remote teaching and supplementary online learning in your subject with your school mentor. Suggest possible mitigations to overcome particular challenges where possible.* | |
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| **Write your Part B Response here:**  X | |

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| *Signature of SM or PM to confirm that the content of this response is appropriate and that the trainee has shown an appropriate level of understanding of the task.*  SM/PM |

**BCU ITE Core Curriculum**

The ITE Core Curriculum at BCU comprises six areas that you will see embedded throughout your university-based sessions and your school experience modules:

* **How classroom practice establishes effective behaviour management through the use of high expectations and awareness of pupil wellbeing.**
* **How trainees knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn impact on pupils’ progress and wellbeing.**
* **How trainees plan and assess learning to ensure that all pupils make progress.**
* **How trainees implement effective adaptive teaching approaches to support SEND and EAL learners.**
* **How trainees use critical enquiry and research informed practice to develop their understanding of effective teaching and learning.**
* **How trainees have developed professional behaviours and contribute effectively to the wider life of the school.**



**Teachers’ Standards**

**PART ONE: TEACHING**

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| **Preamble**  Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils. |
| **A teacher must:** |
| **1 Set high expectations which inspire, motivate and challenge pupils**   * establish a safe and stimulating environment for pupils, rooted in mutual respect * set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions * demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. |
| **2 Promote good progress and outcomes by pupils**   * be accountable for pupils’ attainment, progress and outcomes * plan teaching to build on pupils’ capabilities and prior knowledge * guide pupils to reflect on the progress they have made and their emerging needs * demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching * encourage pupils to take a responsible and conscientious attitude to their own work and study. |
| **3 Demonstrate good subject and curriculum knowledge**   * have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings * demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship * demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject * if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics * if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. |
| **4 Plan and teach well-structured lessons**   * impart knowledge and develop understanding through effective use of lesson time * promote a love of learning and children’s intellectual curiosity * set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired * reflect systematically on the effectiveness of lessons and approaches to teaching * contribute to the design and provision of an engaging curriculum within the relevant subject area(s). |
| **5 Adapt teaching to respond to the strengths and needs of all pupils**   * know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively * have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these * demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development * have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. |

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| **6 Make accurate and productive use of assessment**   * know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements * make use of formative and summative assessment to secure pupils’ progress * use relevant data to monitor progress, set targets, and plan subsequent lessons * give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. |
| **7 Manage behaviour effectively to ensure a good and safe learning environment**   * have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy * have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly * manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them * maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. |
| **8 Fulfil wider professional responsibilities**   * make a positive contribution to the wider life and ethos of the school * develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support * deploy support staff effectively * take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues * communicate effectively with parents with regard to pupils’ achievements and well-being. |

**PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**

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| 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.   * Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: * treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position * having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions * showing tolerance of and respect for the rights of others * not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs * ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law. * Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. * Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. Teachers must adhere to the school’s and provider’s VLE/internet safety policy, including the safe and responsible use of social media. |

DfE 2012

**Assessing Trainees: important considerations**

1. *The key factor in judging the quality of teaching over time is the impact teaching has on the quality of learning of pupils/learners*. (‘Initial teacher education inspection handbook’, March 2015, Paragraph 125)
2. When assessing the quality of secondary trainees’ teaching over time, reference should be made *to the Teachers’ Standards in full* (‘Initial teacher education inspection handbook’, March 2015, Paragraph 126). The bulleted sub-headings in this toolkit should be used to:

* track progress against the Teachers’ Standards;
* determine areas for additional development;
* identify strengths which indicate excellent practice;
* enable the identification of aspects of, for example, outstanding practice for ‘Good’ (EMB) trainees and good practice for trainees with ‘Requires improvement’ (EST) in order to show that they are exceeding the minimum in aspects of the Teachers’ Standards

1. ‘The standards need to be applied as appropriate to the role and context within which a trainee or teacher is practising. Providers of initial teacher training (ITT) should assess trainees against the standards in a way that is consistent with what could reasonably be expected of a trainee teacher prior to the award of QTS.’ (‘Teachers’ Standards’, Paragraph 6)
2. Trainees’ teaching over time should be assessed in relation to:

* the impact they have on the progress and learning over time of the pupils for which they are responsible;
* the context and content of their teaching, over sequences of lessons; **the quality of teaching must be judged in terms of attainment in relation to the relevant Teachers’ Standards and not on individual lessons**.

When making judgements, the full range of evidence should be utilised, including planning, discussions with trainees and pupils, pupils’ responses in lessons and in their work books, the quality and impact of trainees’ marking and feedback, trainees’ assessment and planning records and evidence of their own and their pupils’ progress and learning over time.

**BCU Tracker**

The following pages include the BCU ‘Tracker’ which provides descriptors against each of the Standards. The descriptors are designed to be used formatively, so that you and your mentor can agree on the progress that you are making with meeting the Standards each week.

At the Midpoint Review and End of Placement Report assessment stages, your mentor and BCU tutor will review evidence that you present in order to demonstrate your progress in relation to the Teachers’ Standards. Your mentor will complete a midpoint review and end of placement report and your BCU tutor will meet with you for a Progress Review Meeting. At each Progress Review Meeting you need to provide nine pieces of evidence that demonstrate your achievement across the Standards (i.e. one piece of evidence per standard, including Part Two).

**Underline in PENCIL applicable statements during weekly meetings with subject mentors.**

**In preparation for Progress Review Meeting 2 and in collaboration with your Subject Mentor referring to your midpoint review of assessment phase 1, highlight in YELLOW all applicable descriptors and use these to reflect a ‘Best Fit’ judgement of your achievement at the midpoint of assessment phase 1.**

**In preparation for Progress Meeting 3 and in collaboration with your Subject Mentor referring to your  End of Assessment Phase 1 report, highlight in ORANGE all applicable descriptors and use these to reflect a ‘Best Fit’ judgement of your achievement at the end of assessment phase 1.**

**In preparation for Progress Review Meeting 4 and in collaboration with your Subject Mentor referring to your midpoint review of assessment phase 2, highlight in BLUE all applicable descriptors and use these to reflect a ‘Best Fit’ judgement of your achievement at the midpoint of assessment phase 2.**

**In preparation for Progress Meeting 5 and in collaboration with your Subject Mentor referring to your  End of Assessment Phase 2 report, highlight in GREEN all applicable descriptors and use these to reflect a ‘Best Fit’ judgement of your achievement at the end of assessment phase 2.**

To be recommended for the award of QTS you must meet all of the Standards at least at the ‘Establishing’ level, as indicated by the heavy line between ‘Emerging’ and ‘Establishing’. In order to achieve continued improvement in the quality of your teaching, your target should be to achieve better outcomes, as indicated by the guidance for ‘Embedding’ and ‘Enhancing’.

In order to pass assessment phase 1, you need to meet the majority of the Standards at the ‘Establishing’ level.

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| **Standard Prompts** | **Emerging**  **(EMG)**  **Works with clearly focused support** | **Establishing (EST)**  **Works confidently under direction** | **Embedding (EMB)**  **Growing independence** | **Enhancing**  **(ENH)**  **Independent and proactive and demonstrates initiative** |
| Teachers’ Standards  DfE 2012 | Attainment at this level by the end of training indicates failure to meet the expectations for the award of QTS. | Attainment required to make the judgement for the recommendation for the award of QTS | Attainment required to make the judgement for the recommendation for the award of QTS with a `good’ grade. | Attainment required to make the judgement for the recommendation for the award of QTS with an `outstanding’ grade. |

This scale is applied to all of the Part 1 Standards. The Part 2 Standards covering personal and professional conduct is assessed on a pass/fail basis.

| **Standard 1: Set high expectations which inspire, motivate and challenge learners** | | | | | |
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| **Standard Prompts** | | **Emerging (EMG)**  **Works with clearly focused support** | **Establishing (EST)**  **Works confidently under direction** | **Embedding (EMB)**  **Growing independence** | **Enhancing (ENH)**  **Independent and proactive and demonstrates initiative** |
| **a)** | establish a safe and stimulating environment for pupils, rooted in mutual respect | Is beginning to establish a safe and stimulating environment for pupils. | Is able to establish a safe and stimulating environment for pupils, rooted in mutual respect. | Uses a range of strategies to establish a safe environment which, much of the time, is stimulating and rooted in mutual respect. | Consistently uses innovative strategies to establish a safe and stimulating environment for pupils, rooted in mutual respect, which motivates and inspires pupils to learn and enjoy the subject. |
| **b)** | set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions | Is beginning to set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. | Is able to set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. | Sets goals that stretch, challenge and motivate pupils.  Use strategies to support the learning and progress of underperforming groups. | Consistently sets goals that stretch, challenge and motivate pupils.  Uses effective strategies to support the learning and progress of underperforming groups. |
| **c)** | demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. | Is beginning to demonstrate the positive attitudes, values and behaviour which are expected of pupils. | Is able to demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. | Consistently demonstrates and models the positive attitudes, values and behaviour which are expected of pupils. | Consistently and effectively demonstrates and models the positive attitudes, values and behaviour which are expected of pupils. |

| **Standard 2: Promote good progress and outcomes by learners** | | | | | |
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| **Standard Prompts** | | **Emerging (EMG)**  **Works with clearly focused support** | **Establishing (EST)**  **Works confidently under direction** | **Embedding (EMB)**  **Growing independence** | **Enhancing (ENH)**  **Independent and proactive and demonstrates initiative** |
| **a)** | be accountable for pupils’ attainment, progress and outcomes | Is beginning to take accountability for pupils’ attainment, progress and outcomes. | Is able to take accountability for pupils’ attainment, progress and outcomes. | Is accountable for pupils’ attainment, progress and outcomes. | Is consistently accountable for pupils’ attainment, progress and outcomes. |
| **b)** | be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these | Is beginning to demonstrate an awareness of pupils’ capabilities and their prior knowledge, and is unable to plan teaching to build on these. | Is aware of pupils’ capabilities and their prior knowledge, and plans teaching to build on these. | Has a good understanding of the pupils’ capabilities and their prior knowledge.  Is able to assess pupils’ achievement and plan and teach lessons that enable pupils, including those who are disabled and those who have special educational needs, to make at least expected progress. | Has a detailed understanding of the pupils’ capabilities and their prior knowledge.  Demonstrates through their planning and teaching that their pupils, including those who are disabled and those who have special educational needs, make good progress. |
| **c)** | guide pupils to reflect on the progress they have made and their emerging needs | Is beginning to guide pupils to reflect on the progress they have made and their emerging needs. | Is able to guide pupils to reflect on the progress they have made and their emerging needs. | Pupils are offered intervention and feedback which, much of the time, enables them to identify the progress they have made and understand what they need to do to improve. | Pupils are consistently offered high quality intervention and feedback which enables them to identify the progress they have made and understand what they need to do to improve. |
| **d)** | demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching | Is beginning to demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching. | Is able to demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching. | Much of the time makes good use of knowledge and understanding of how pupils learn to inform their teaching. | Is consistently and effectively able to use knowledge and understanding of how pupils learn to improve their teaching. |
| **e)** | encourage pupils to take a responsible and conscientious attitude to their own work and study. | Is beginning to encourage pupils to take a responsible and conscientious attitude to their own work and study. | Is able to encourage pupils to take a responsible and conscientious attitude to their own work and study. | Much of the time encourages pupils, to take a responsible and conscientious attitude to work and study by setting expectations. | Consistently and effectively encourages pupils, by setting specific high expectations, to take a responsible and conscientious attitude to work and study. |

| **Standard 3: Demonstrate good subject and curriculum knowledge** | | | | | |
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| **Standard Prompts** | | **Emerging (EMG)**  **Works with clearly focused support** | **Establishing (EST)**  **Works confidently under direction** | **Embedding (EMB)**  **Growing independence** | **Enhancing (ENH)**  **Independent and proactive and demonstrates initiative** |
| **a)** | have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings | Does not yet have a secure knowledge of the relevant subject(s) and curriculum areas, does not yet foster and maintain pupils’ interest in the subject, and does not address misunderstandings. | Has a secure knowledge of the relevant subject(s) and curriculum areas, fosters and maintains pupils’ interest in the subject, and addresses misunderstandings. | Teaches well, demonstrating:  - good subject and curriculum knowledge;  - phase expertise.  Works within the current and new curriculum arrangements.  Much of the time demonstrates the ability to address misunderstandings and maintain pupils’ interest. | Consistently teach exceptionally well, demonstrating: - strong subject and curriculum knowledge; - phase expertise.  Is confident to work within the current and new curriculum. Demonstrates the ability to address misunderstandings and maintain pupils’ interest. |
| **b)** | demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship | Is beginning to demonstrate a critical understanding of developments in the subject and curriculum areas, and is beginning to promote the value of scholarship. | Is able to demonstrate a critical understanding of developments in the subject and curriculum areas, and promotes the value of scholarship. | Demonstrates, much of the time, critical understanding of developments in the subject and curriculum areas. Much of the time promotes the value of scholarship. | Effectively demonstrates consistent and critical understanding of developments in the subject and curriculum areas.  Consistently and effectively promotes the value of scholarship. |
| **c)** | demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject | Is beginning to demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject. | Is able to demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject. | Demonstrates a good understanding of how to develop the reading, writing, communication skills of the pupils they teach.  Much of their teaching demonstrates an understanding of and takes responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher’s specialist subject. | Consistently demonstrates a thorough understanding of how to teach reading, writing, communication effectively to enhance the progress of pupils they teach.  Consistently demonstrates an understanding of and takes responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher’s specialist. |
| **d)** | \* if teaching early  reading, demonstrate a clear understanding of systematic synthetic phonics | Is beginning to, if teaching early  reading, demonstrate a clear understanding of systematic synthetic phonics. | Is able to, if teaching early  reading, demonstrate a clear understanding of systematic synthetic phonics. | Trainee can teach early reading, systematic synthetic phonics, communication and language development with increasing confidence and competence so that pupils make at least expected progress. Demonstrates a good understanding of the role of systematic synthetic phonics in the teaching of early reading. | Trainee can teach early reading, systematic synthetic phonics, communication and language development confidently and competently so that pupils make good or better than expected progress.  Consistently demonstrates a thorough understanding of the role of systematic synthetic phonics in the teaching of early reading. |
| **e)** | \* if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies | Is beginning to, if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. | Is able to, if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. | Trainee can teach primary mathematics with increasing confidence and competence so that pupils make at least expected progress.  Demonstrates a good understanding of strategies for the teaching of early mathematics. | Trainee can teach primary mathematics confidently and competently so that pupils make good or better than expected progress. Consistently demonstrates a thorough understanding of appropriate teaching strategies for the teaching of early mathematics. |
| (\*) Evidence required for these standards may vary between courses | | | | | |

| **Standard 4: Plan and teach well-structured lessons** | | | | | |
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| **Standard Prompts** | | **Emerging (EMG)**  **Works with clearly focused support** | **Establishing (EST)**  **Works confidently under direction** | **Embedding (EMB)**  **Growing independence** | **Enhancing (ENH)**  **Independent and proactive and demonstrates initiative** |
| **a)** | impart knowledge and develop understanding through effective use of lesson time | Is beginning to impart knowledge and develop understanding through effective use of lesson time. | Is able to impart knowledge and develop understanding through effective use of lesson time. | Much of the time imparts knowledge and develops understanding through using lesson time to good effect. | Consistently and effectively imparts knowledge and develops understanding through using lesson time to great effect. |
| **b)** | promote a love of learning and children’s intellectual curiosity | Is beginning to promote a love of learning and children’s intellectual curiosity. | Is able to promote a love of learning and children’s intellectual curiosity. | Much of the time promotes a love of learning and children’s intellectual curiosity. | Consistently and effectively promotes a love of learning and children’s intellectual curiosity. |
| **c)** | set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired | Is beginning to set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired. | Is able to set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired. | Much of the time plans differentiated homework/out-of-class activities that consolidates and extends existing knowledge and understanding. | Consistently and effectively plans differentiated, purposeful homework/out-of-class activities that consolidates and extends existing knowledge and understanding. |
| **d)** | reflect systematically on the effectiveness of lessons and approaches to teaching | Is beginning to reflect systematically on the effectiveness of lessons and approaches to teaching. | Is able to reflect systematically on the effectiveness of lessons and approaches to teaching. | Is systematically able to reflect in order *to improve their practice*. Is able to judge the effectiveness of their lessons and impact on all groups of pupils. | Is systematically and critically reflective in analysing, evaluating and improving their practice (paraphrased).  Is able to accurately judge the effectiveness of their lessons and impact on all groups of pupils. |
| **e)** | contribute to the design and provision of an engaging curriculum within the relevant subject area(s). | Is beginning to contribute to the design and provision of an engaging curriculum within the relevant subject area(s). | Is able to contribute to the design and provision of an engaging curriculum within the relevant subject area(s). | Makes good contributions to the design and provision of an engaging curriculum within the relevant subject area(s). | Consistently makes effective contributions to the design and provision of an engaging curriculum within the relevant subject area(s). |

| **Standard 5: Adapt teaching to respond to the strengths and needs of all learners** | | | | | |
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| **Standard Prompts** | | **Emerging (EMG)**  **Works with clearly focused support** | **Establishing (EST)**  **Works confidently under direction** | **Embedding (EMB)**  **Growing independence** | **Enhancing (ENH)**  **Independent and proactive and demonstrates initiative** |
| **a)** | know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively | Is beginning to understand when and how to differentiate appropriately. | Knows when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively. | Much of the time differentiates appropriately using approaches which enable pupils to be taught effectively. | Consistently and effectively differentiates appropriately using timely approaches which enable pupils to be taught effectively. |
| **b)** | have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these | Is beginning to develop an understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these. | Has a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these. | Understand how to challenge and motivate pupils where attainment is low and use strategies to support underperforming groups. | Understands the causes of low achievement; challenge and motivate pupils where attainment is low; and use effective strategies to support underperforming groups. |
| **c)** | demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development | Is beginning to demonstrate an awareness of the physical, social and intellectual development of children, and does not know how to adapt teaching to support pupils’ education at different stages of development. | Is able to demonstrate an awareness of the physical, social and intellectual development of children, and knows how to adapt teaching to support pupils’ education at different stages of development. | Demonstrates an awareness of the physical, social and intellectual development of pupils and, much of the time, adapts teaching to support pupils’ education at different stages of development. | Consistently and effectively demonstrates clear awareness of the physical, social and intellectual development of children, and effectively adapts teaching to support pupils’ education at different stages of development. |
| **d)** | have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. | Is beginning to develop an understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and is beginning to use and evaluate distinctive teaching approaches to engage and support them. | Has a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and is able to use and evaluate distinctive teaching approaches to engage and support them. | Much of the time evaluates and adapts teaching to support all pupils, including those with special educational needs, high ability (including Gifted and Talented), English as an additional language, disabilities and pupils eligible for the pupil premium (including Free School Meals).  Understands how to challenge and motivate pupils where attainment is low and use strategies to support underperforming groups. Much of the time uses and evaluates distinctive teaching approaches to engage and support pupils. | Consistently and effectively evaluates and adapts teaching to meet the needs of all pupils, including those with special educational needs, high ability (including Gifted and Talented), English as an additional language, disabilities and pupils eligible for the pupil premium (including Free School Meals).  Challenges and motivates pupils where attainment is low; and use effective strategies to support underperforming groups.Consistently and effectively uses and evaluates distinctive teaching approaches to engage and support pupils. |

| **Standard 6: Make accurate and productive use of assessment** | | | | | |
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| **Standard Prompts** | | **Emerging (EMG)**  **Works with clearly focused support** | **Establishing (EST)**  **Works confidently under direction** | **Embedding (EMB)**  **Growing independence** | **Enhancing (ENH)**  **Independent and proactive and demonstrates initiative** |
| **a)** | know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements | Is beginning to understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements. | Knows and understands how to assess the relevant subject and curriculum areas, including statutory assessment requirements. | Assess pupils’ achievement in the relevant subject and curriculum areas, including statutory assessment requirements. | Accurately assess achievement and attainment in relevant subject and curriculum areas, including statutory assessment requirements, using new curricula examinations and assessment arrangements. |
| **b)** | make use of formative and summative assessment to secure pupils’ progress | Is beginning make use of formative and summative assessment to secure pupils’ progress. | Is able to make use of formative and summative assessment to secure pupils’ progress. | Much of the time uses formative, continuous assessment and summative tests to secure progress through a sequence of lessons over time. | Consistently and effectively uses formative, continuous assessment and summative tests to great effect to secure progress for all pupils, through a sequence of lessons over time. |
| **c)** | use relevant data to monitor progress, set targets, and plan subsequent lessons | Is beginning to use relevant data to monitor progress, set targets, and plan subsequent lessons. | Is able to use relevant data to monitor progress, set targets, and plan subsequent lessons. | Uses a range of relevant data including school progress data to monitor pupil progress and learning over time. Records of pupil progress and learning and attainment are accurate and up-to-date and, much of the time, are used to inform future planning and target setting. | Consistently and effectively uses a range of relevant data, including school progress data, to monitor pupil progress and learning over time. Records of pupil progress and learning and attainment are accurate and up-to-date and used to inform future planning and target setting. |
| **d)** | give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. | Is beginning to give pupils regular feedback, both orally and through accurate marking, and does not encourage pupils to respond to the feedback. | Is able to give pupils regular feedback, both orally and through accurate marking, and encourages pupils to respond to the feedback. | Uses a range of methods to give pupils regular feedback and the opportunity to respond to it.  Accurate and regular marking and oral feedback contributes to pupil progress and learning over time. | Consistently uses a range of effective methods to give pupils regular and constructive feedback and the opportunity to respond to it.  Accurate and timely marking and oral feedback contributes to pupil progress and learning over time. |

| **Standard 7: Manage behaviour effectively to ensure a good and safe learning environment** | | | | | |
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| **Standard Prompts** | | **Emerging (EMG)**  **Works with clearly focused support** | **Establishing (EST)**  **Works confidently under direction** | **Embedding (EMB)**  **Growing independence** | **Enhancing (ENH)**  **Independent and proactive and demonstrates initiative** |
| **a)** | have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour in classrooms and around the school, in accordance with the school’s behaviour policy | Is beginning to have clear rules and routines for behaviour in classrooms, and is beginning to take responsibility for promoting good and courteous behaviour in classrooms and around the school, in accordance with the school’s behaviour policy. | Has clear rules and routines for behaviour in classrooms, and takes responsibility for promoting good and courteous behaviour in classrooms and around the school, in accordance with the school’s behaviour policy. | In accordance with the school’s behaviour policy:   * takes responsibility for and is able to promote and manage behaviour in the classroom well to ensure a good and safe learning environment; * encourages pupils to behave well in the classroom and around the school and display good levels of courtesy and co-operation;   Is able to tackle bullying, including cyber and prejudice-based (and homophobic) bullying. | In accordance with the school’s behaviour policy:   * takes responsibility for and has the knowledge, understanding and skills to promote and manage behaviour effectively and create an excellent climate for learning; * actively encourages pupils to behave well in the classroom and around the school and display high levels of courtesy and co-operation;   Can effectively tackle bullying, including cyber and prejudice-based (and homophobic) bullying. |
| **b)** | have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly | Is beginning to have high expectations of behaviour, and is beginning to establish a framework for discipline with a range of strategies. | Has high expectations of behaviour, and establishes a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly. | Sustains high expectations of behaviour. Establishes and maintains or applies the school’s framework for discipline, using a range of strategies. | Consistently sustains high expectations of behaviour. Establishes and maintains or applies the school’s framework for discipline consistently and fairly, using a wide range of effective strategies. |
| **c)** | manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them | Is beginning to manage classes effectively. | Is able to manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them. | Manages a good level of pupil motivation and involvement using a range of approaches appropriate to the pupils’ needs. | Consistently manages a high level of pupil motivation and involvement using a range of effective approaches appropriate to the pupils’ needs. |
| **d)** | maintain good relationships with pupils, exercising appropriate authority, and act decisively when necessary. | Is beginning to maintain good relationships with pupils, is beginning to exercise appropriate authority and/or act decisively when necessary. | Is able to maintain good relationships with pupils, exercising appropriate authority, and acts decisively when necessary. | Demonstrates good relationships with pupils and exercises appropriate authority, and acts decisively when necessary. | Consistently demonstrates strong and effective relationships with pupils exercising appropriate authority, and acts decisively when necessary. |

| **Standard 8: Fulfil wider professional responsibilities** | | | | | |
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| **Standard Prompts** | | **Emerging (EMG)**  **Works with clearly focused support** | **Establishing (EST)**  **Works confidently under direction** | **Embedding (EMB)**  **Growing independence** | **Enhancing (ENH)**  **Independent and proactive and demonstrates initiative** |
| **a)** | make a positive contribution to the wider life and ethos of the school | Is beginning to make a positive contribution to the wider life and ethos of the school. | Is able to make a positive contribution to the wider life and ethos of the school. | Is proactive and makes a positive contribution to the wider life and ethos of the school. | Is consistently proactive and makes a positive contribution to the wider life and ethos of the school. |
| **b)** | develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support | Is beginning to develop effective professional relationships with colleagues, and is beginning to understand how and when to draw on advice and specialist support. | Is able to develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support. | Professional relationships with colleagues are good. Consults with colleagues as appropriate, knowing when and how to draw on their advice and specialist support. | Professional relationships with colleagues are consistently effective. Consistently and effectively consults with colleagues as appropriate, knowing when and how to draw on their advice and specialist support. |
| **c)** | deploy support staff effectively | Is beginning to deploy support staff. | Is able to deploy support staff effectively. | Deploys support staff effectively to support the learning of pupils. | Consistently and effectively deploys support staff to maximise the learning of pupils. |
| **d)** | take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues | Is beginning to take responsibility for improving teaching through appropriate professional development, and is beginning to respond to advice and feedback from colleagues. | Is able to take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues. | Takes responsibility for improving their own teaching through professional development. Respects and responds to the advice and guidance offered by colleagues. | Is consistently proactive in taking full responsibility for improving their own teaching through professional development.  Effectively uses the advice and guidance offered by colleagues to secure improvements in practice. |
| **e)** | communicate effectively with parents with regard to pupils’ achievements and well-being. | Is beginning to communicate effectively with parents with regard to pupils’ achievements and well-being. | Is able to communicate effectively with parents with regard to pupils’ achievements and well-being. | Communicates effectively with parents and carers about pupils’ achievements and well-being. | Proactively and consistently communicates effectively with parents and carers about pupils’ achievements and well-being. |

| **Part Two: Personal and professional conduct** |
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| 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.   * Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: * treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position * having regard for the need to safeguard pupil’s well-being, in accordance with statutory provisions * showing tolerance of and respect for the rights of others * not undermining fundamental British values, including: democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs * ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law. * Teachers must have proper and professional regard to the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.      * Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. |

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| **Teachers’ Standard:**  **Part Two descriptor** | | **Scope** | **Key questions** |
| **i** | Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: | * treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position * having regard for the need to safeguard pupil’s well-being, in accordance with statutory provisions * showing tolerance of and respect for the rights of others * not undermining fundamental British values, including: democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law. | * Does the trainee have a commitment to upholding the high standards of the teaching profession, within and outside school? * Does the trainee develop appropriate professional relationships with colleagues and pupils? * Is the trainee able to safeguard pupils’ well-being, in accordance with statutory provisions? \* * Does the trainee understand that schools are required to develop pupils’ wider understanding of social and cultural diversity, tolerance for others and respect for different faiths and beliefs, in line with the maintenance of fundamental British values? \* * Does the trainee understand the challenges of teaching in modern British schools? \*\* * Is the trainee aware of the Prevent Strategy and its implications? \*\*\* * Does the trainee understand the responsibility teachers hold in relation to the expression of personal beliefs and the impact these could have on pupils and their consequent actions? \*\* * Does the trainee understand and adhere to the school’s and provider’s VLE/internet safety policy, including the safe and responsible use of social media? |
| **Ii** | Teachers must have proper and professional regard to the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. | * The trainee’s conduct demonstrates a highly professional approach to teaching, understanding and demonstrating that their own conduct is appropriate at all times. * The trainee reads, understands and applies school policies at all times, e.g. health and safety, risk assessments before trips, homework, etc. * The trainee is punctual for school, lessons, meetings, etc. * The trainee always informs the school/colleagues of reasons for any non-attendance involving his/her teaching obligations or other professional meetings and responsibilities in line with school policy. * The trainee’s language and dress are highly professional and in line with school policy. | * Does the trainee display high standards of personal and professional behaviour, inside and outside school, including attendance and punctuality at all times? * Does the trainee understand and apply the range of policies that support school practice and act on these in their planning, teaching and wider involvement in the life of the school? * Does the trainee take appropriate responsibility for their own and pupils’ well-being in the classroom and during off-site activities or visits? |
| **Iii** | Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. | * The trainee is able to articulate, and abide by, the roles and responsibilities of the teacher in relation to statutory frameworks. * The trainee is aware of his/her responsibilities in relation to, for example, equality legislation, duties and safeguarding. * The trainee is able to judge when he/she may need advice and help in matters of Child Protection or confidentiality. | * Is the trainee aware of and does the trainee act in the context of the professional duties of teachers as set out in the statutory School Teachers’ Pay and Conditions document? * Has the trainee received relevant training in Child Protection/safeguarding? Can he/she articulate the school’s policy if reporting a concern? |

\* Keeping Children Safe In Education (DfE September 2016)

\*\* Maintained schools have obligations under Section 78 of the Education Act 2002 to provide a broad and balanced curriculum, to promote SMSC (Spiritual, Moral, Social and Cultural awareness), and the mental and physical development of pupils at the school and of society. The emphasis is placed on actively promoting Fundamental British Values.

\*\*\* Pupils are expected to have knowledge and understanding about the freedom to choose and hold other faiths and beliefs which are **protected in law**, and an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour.

**Weekly Standards and Targets Pages**

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| **Weekly Standards Page** | Week Beginning | **14th September 2020** |

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| --- | --- | --- |
|  |  | **Progress Summary**  Brief outline of your achievement against the Standards this week based on your engagement with PGCE lectures/workshops/sessions or school experience |
| S1 | A  B  C |  |
| S2 | A  B  C  D  E |  |
| S3 | A  B  C  D  E |  |
| S4 | A  B  C  D  E |  |
| S5 | A  B  C  D |  |
| S6 | A  B  C  D |  |
| S7 | A  B  C  D |  |
| S8 | A  B  C  D  E |  |
| P2 | A  B  C |  |

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| **Weekly Targets Page** | Week Beginning | **14th September 2020** |

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| **Reflection** on achievements against the Standards from this week (see opposite page). To be completed by the trainee in preparation for the weekly mentor meeting or tutor meeting. | | | | |
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| Progress in relation to subject knowledge development this week (remember to also update your audit): | | | | |
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| ***COMPLETE THIS SECTION DURING SCHOOL PLACEMENTS ONLY***  **Targets** for the week ahead, negotiated between the trainee and subject mentor during the weekly mentor meeting. Mentor to sign off targets from last week (see previous week) in outcome box using the codes: | | | | |
| **✓✓** = fully met **✓** = Partially met, carry forward to next week 🗶 = not met, carry forward to next week | | | | |
|  | | | | |
| **Standard** | **Target / Objective**  Set 3 targets; at least 1 subject (see subject audit) and 1 professional | | **Evidence of successfully achieving target** | **Outcome** |
|  |  | |  |  |
|  |  | |  |  |
| 3 | Subject knowledge-based target/objective: | |  |  |
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| Trainee signature: | |  | | Tutor Check |
| Mentor signature: | |  | |
| Date: | |  | |

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| **Weekly Standards Page** | Week Beginning | **21st September 2020** |

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|  |  | **Progress Summary**  Brief outline of your achievement against the Standards this week based on your engagement with PGCE lectures/workshops/sessions or school experience |
| S1 | A  B  C |  |
| S2 | A  B  C  D  E |  |
| S3 | A  B  C  D  E |  |
| S4 | A  B  C  D  E |  |
| S5 | A  B  C  D |  |
| S6 | A  B  C  D |  |
| S7 | A  B  C  D |  |
| S8 | A  B  C  D  E |  |
| P2 | A  B  C |  |

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| **Weekly Targets Page** | Week Beginning | **21st September 2020** |

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| **Reflection** on achievements against the Standards from this week (see opposite page). To be completed by the trainee in preparation for the weekly mentor meeting or tutor meeting. | | | | |
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| Progress in relation to subject knowledge development this week (remember to also update your audit): | | | | |
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| ***COMPLETE THIS SECTION DURING SCHOOL PLACEMENTS ONLY***  **Targets** for the week ahead, negotiated between the trainee and subject mentor during the weekly mentor meeting. Mentor to sign off targets from last week (see previous week) in outcome box using the codes: | | | | |
| **✓✓** = fully met **✓** = Partially met, carry forward to next week 🗶 = not met, carry forward to next week | | | | |
|  | | | | |
| **Standard** | **Target / Objective**  Set 3 targets; at least 1 subject (see subject audit) and 1 professional | | **Evidence of successfully achieving target** | **Outcome** |
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| 3 | Subject knowledge-based target/objective: | |  |  |
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| Trainee signature: | |  | | Tutor Check |
| Mentor signature: | |  | |
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| **Weekly Standards Page** | Week Beginning | **28th September 2020** |

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|  |  | **Progress Summary**  Brief outline of your achievement against the Standards this week based on your engagement with PGCE lectures/workshops/sessions or school experience |
| S1 | A  B  C |  |
| S2 | A  B  C  D  E |  |
| S3 | A  B  C  D  E |  |
| S4 | A  B  C  D  E |  |
| S5 | A  B  C  D |  |
| S6 | A  B  C  D |  |
| S7 | A  B  C  D |  |
| S8 | A  B  C  D  E |  |
| P2 | A  B  C |  |

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| **Weekly Targets Page** | Week Beginning | **28th September 2020** |

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| **Reflection** on achievements against the Standards from this week (see opposite page). To be completed by the trainee in preparation for the weekly mentor meeting or tutor meeting. | | | | |
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| Progress in relation to subject knowledge development this week (remember to also update your audit): | | | | |
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| ***COMPLETE THIS SECTION DURING SCHOOL PLACEMENTS ONLY***  **Targets** for the week ahead, negotiated between the trainee and subject mentor during the weekly mentor meeting. Mentor to sign off targets from last week (see previous week) in outcome box using the codes: | | | | |
| **✓✓** = fully met **✓** = Partially met, carry forward to next week 🗶 = not met, carry forward to next week | | | | |
|  | | | | |
| **Standard** | **Target / Objective**  Set 3 targets; at least 1 subject (see subject audit) and 1 professional | | **Evidence of successfully achieving target** | **Outcome** |
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|  |  | |  |  |
| 3 | Subject knowledge-based target/objective: | |  |  |
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| Trainee signature: | |  | | Tutor Check |
| Mentor signature: | |  | |
| Date: | |  | |

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| **Weekly Standards Page** | Week Beginning | **5th October 2020** |

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|  |  | **Progress Summary**  Brief outline of your achievement against the Standards this week based on your engagement with PGCE lectures/workshops/sessions or school experience |
| S1 | A  B  C |  |
| S2 | A  B  C  D  E |  |
| S3 | A  B  C  D  E |  |
| S4 | A  B  C  D  E |  |
| S5 | A  B  C  D |  |
| S6 | A  B  C  D |  |
| S7 | A  B  C  D |  |
| S8 | A  B  C  D  E |  |
| P2 | A  B  C |  |

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| **Weekly Targets Page** | Week Beginning | **5th October 2020** |

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| **Reflection** on achievements against the Standards from this week (see opposite page). To be completed by the trainee in preparation for the weekly mentor meeting or tutor meeting. | | | | |
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| Progress in relation to subject knowledge development this week (remember to also update your audit): | | | | |
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| ***COMPLETE THIS SECTION DURING SCHOOL PLACEMENTS ONLY***  **Targets** for the week ahead, negotiated between the trainee and subject mentor during the weekly mentor meeting. Mentor to sign off targets from last week (see previous week) in outcome box using the codes: | | | | |
| **✓✓** = fully met **✓** = Partially met, carry forward to next week 🗶 = not met, carry forward to next week | | | | |
|  | | | | |
| **Standard** | **Target / Objective**  Set 3 targets; at least 1 subject (see subject audit) and 1 professional | | **Evidence of successfully achieving target** | **Outcome** |
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| 3 | Subject knowledge-based target/objective: | |  |  |
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| Trainee signature: | |  | | Tutor Check |
| Mentor signature: | |  | |
| Date: | |  | |

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| **Weekly Standards Page** | Week Beginning | **12th October 2020** |

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|  |  | **Progress Summary**  Brief outline of your achievement against the Standards this week based on your engagement with PGCE lectures/workshops/sessions or school experience |
| S1 | A  B  C |  |
| S2 | A  B  C  D  E |  |
| S3 | A  B  C  D  E |  |
| S4 | A  B  C  D  E |  |
| S5 | A  B  C  D |  |
| S6 | A  B  C  D |  |
| S7 | A  B  C  D |  |
| S8 | A  B  C  D  E |  |
| P2 | A  B  C |  |

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| **Weekly Targets Page** | Week Beginning | **12th October 2020** |

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| **Reflection** on achievements against the Standards from this week (see opposite page). To be completed by the trainee in preparation for the weekly mentor meeting or tutor meeting. | | | | |
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| Progress in relation to subject knowledge development this week (remember to also update your audit): | | | | |
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| ***COMPLETE THIS SECTION DURING SCHOOL PLACEMENTS ONLY***  **Targets** for the week ahead, negotiated between the trainee and subject mentor during the weekly mentor meeting. Mentor to sign off targets from last week (see previous week) in outcome box using the codes: | | | | |
| **✓✓** = fully met **✓** = Partially met, carry forward to next week 🗶 = not met, carry forward to next week | | | | |
|  | | | | |
| **Standard** | **Target / Objective**  Set 3 targets; at least 1 subject (see subject audit) and 1 professional | | **Evidence of successfully achieving target** | **Outcome** |
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| 3 | Subject knowledge-based target/objective: | |  |  |
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| Trainee signature: | |  | | Tutor Check |
| Mentor signature: | |  | |
| Date: | |  | |

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| **Weekly Standards Page** | Week Beginning | **19th October 2020** |

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|  |  | **Progress Summary**  Brief outline of your achievement against the Standards this week based on your engagement with PGCE lectures/workshops/sessions or school experience |
| S1 | A  B  C |  |
| S2 | A  B  C  D  E |  |
| S3 | A  B  C  D  E |  |
| S4 | A  B  C  D  E |  |
| S5 | A  B  C  D |  |
| S6 | A  B  C  D |  |
| S7 | A  B  C  D |  |
| S8 | A  B  C  D  E |  |
| P2 | A  B  C |  |

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| **Weekly Targets Page** | Week Beginning | **19th October 2020** |

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| **Reflection** on achievements against the Standards from this week (see opposite page). To be completed by the trainee in preparation for the weekly mentor meeting or tutor meeting. | | | | |
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| Progress in relation to subject knowledge development this week (remember to also update your audit): | | | | |
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| ***COMPLETE THIS SECTION DURING SCHOOL PLACEMENTS ONLY***  **Targets** for the week ahead, negotiated between the trainee and subject mentor during the weekly mentor meeting. Mentor to sign off targets from last week (see previous week) in outcome box using the codes: | | | | |
| **✓✓** = fully met **✓** = Partially met, carry forward to next week 🗶 = not met, carry forward to next week | | | | |
|  | | | | |
| **Standard** | **Target / Objective**  Set 3 targets; at least 1 subject (see subject audit) and 1 professional | | **Evidence of successfully achieving target** | **Outcome** |
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|  |  | |  |  |
| 3 | Subject knowledge-based target/objective: | |  |  |
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| Trainee signature: | |  | | Tutor Check |
| Mentor signature: | |  | |
| Date: | |  | |

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| **Weekly Standards Page** | Week Beginning | **2nd November 2020** |

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|  |  | **Progress Summary**  Brief outline of your achievement against the Standards this week based on your engagement with PGCE lectures/workshops/sessions or school experience |
| S1 | A  B  C |  |
| S2 | A  B  C  D  E |  |
| S3 | A  B  C  D  E |  |
| S4 | A  B  C  D  E |  |
| S5 | A  B  C  D |  |
| S6 | A  B  C  D |  |
| S7 | A  B  C  D |  |
| S8 | A  B  C  D  E |  |
| P2 | A  B  C |  |

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| **Weekly Targets Page** | Week Beginning | **2nd November 2020** |

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| **Reflection** on achievements against the Standards from this week (see opposite page). To be completed by the trainee in preparation for the weekly mentor meeting or tutor meeting. | | | | |
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| Progress in relation to subject knowledge development this week (remember to also update your audit): | | | | |
|  | | | | |
| ***COMPLETE THIS SECTION DURING SCHOOL PLACEMENTS ONLY***  **Targets** for the week ahead, negotiated between the trainee and subject mentor during the weekly mentor meeting. Mentor to sign off targets from last week (see previous week) in outcome box using the codes: | | | | |
| **✓✓** = fully met **✓** = Partially met, carry forward to next week 🗶 = not met, carry forward to next week | | | | |
|  | | | | |
| **Standard** | **Target / Objective**  Set 3 targets; at least 1 subject (see subject audit) and 1 professional | | **Evidence of successfully achieving target** | **Outcome** |
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|  |  | |  |  |
| 3 | Subject knowledge-based target/objective: | |  |  |
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| Trainee signature: | |  | | Tutor Check |
| Mentor signature: | |  | |
| Date: | |  | |

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| **Weekly Standards Page** | Week Beginning | **9th November 2020** |

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|  |  | **Progress Summary**  Brief outline of your achievement against the Standards this week based on your engagement with PGCE lectures/workshops/sessions or school experience |
| S1 | A  B  C |  |
| S2 | A  B  C  D  E |  |
| S3 | A  B  C  D  E |  |
| S4 | A  B  C  D  E |  |
| S5 | A  B  C  D |  |
| S6 | A  B  C  D |  |
| S7 | A  B  C  D |  |
| S8 | A  B  C  D  E |  |
| P2 | A  B  C |  |

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| **Weekly Targets Page** | Week Beginning | **9th November 2020** |

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| **Reflection** on achievements against the Standards from this week (see opposite page). To be completed by the trainee in preparation for the weekly mentor meeting or tutor meeting. | | | | |
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| Progress in relation to subject knowledge development this week (remember to also update your audit): | | | | |
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| ***COMPLETE THIS SECTION DURING SCHOOL PLACEMENTS ONLY***  **Targets** for the week ahead, negotiated between the trainee and subject mentor during the weekly mentor meeting. Mentor to sign off targets from last week (see previous week) in outcome box using the codes: | | | | |
| **✓✓** = fully met **✓** = Partially met, carry forward to next week 🗶 = not met, carry forward to next week | | | | |
|  | | | | |
| **Standard** | **Target / Objective**  Set 3 targets; at least 1 subject (see subject audit) and 1 professional | | **Evidence of successfully achieving target** | **Outcome** |
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|  |  | |  |  |
| 3 | Subject knowledge-based target/objective: | |  |  |
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| Trainee signature: | |  | | Tutor Check |
| Mentor signature: | |  | |
| Date: | |  | |

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| **Weekly Standards Page** | Week Beginning | **16th November 2020** |

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|  |  | **Progress Summary**  Brief outline of your achievement against the Standards this week based on your engagement with PGCE lectures/workshops/sessions or school experience |
| S1 | A  B  C |  |
| S2 | A  B  C  D  E |  |
| S3 | A  B  C  D  E |  |
| S4 | A  B  C  D  E |  |
| S5 | A  B  C  D |  |
| S6 | A  B  C  D |  |
| S7 | A  B  C  D |  |
| S8 | A  B  C  D  E |  |
| P2 | A  B  C |  |

|  |  |  |
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| **Weekly Targets Page** | Week Beginning | **16th November 2020** |

|  |  |  |  |  |
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| **Reflection** on achievements against the Standards from this week (see opposite page). To be completed by the trainee in preparation for the weekly mentor meeting or tutor meeting. | | | | |
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| Progress in relation to subject knowledge development this week (remember to also update your audit): | | | | |
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| ***COMPLETE THIS SECTION DURING SCHOOL PLACEMENTS ONLY***  **Targets** for the week ahead, negotiated between the trainee and subject mentor during the weekly mentor meeting. Mentor to sign off targets from last week (see previous week) in outcome box using the codes: | | | | |
| **✓✓** = fully met **✓** = Partially met, carry forward to next week 🗶 = not met, carry forward to next week | | | | |
|  | | | | |
| **Standard** | **Target / Objective**  Set 3 targets; at least 1 subject (see subject audit) and 1 professional | | **Evidence of successfully achieving target** | **Outcome** |
|  |  | |  |  |
|  |  | |  |  |
| 3 | Subject knowledge-based target/objective: | |  |  |
|  | | | | |
| Trainee signature: | |  | | Tutor Check |
| Mentor signature: | |  | |
| Date: | |  | |

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| **Weekly Standards Page** | Week Beginning | **23rd November 2020** |

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|  |  | **Progress Summary**  Brief outline of your achievement against the Standards this week based on your engagement with PGCE lectures/workshops/sessions or school experience |
| S1 | A  B  C |  |
| S2 | A  B  C  D  E |  |
| S3 | A  B  C  D  E |  |
| S4 | A  B  C  D  E |  |
| S5 | A  B  C  D |  |
| S6 | A  B  C  D |  |
| S7 | A  B  C  D |  |
| S8 | A  B  C  D  E |  |
| P2 | A  B  C |  |

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| **Weekly Targets Page** | Week Beginning | **23rd November 2020** |

|  |  |  |  |  |
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| **Reflection** on achievements against the Standards from this week (see opposite page). To be completed by the trainee in preparation for the weekly mentor meeting or tutor meeting. | | | | |
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| Progress in relation to subject knowledge development this week (remember to also update your audit): | | | | |
|  | | | | |
| ***COMPLETE THIS SECTION DURING SCHOOL PLACEMENTS ONLY***  **Targets** for the week ahead, negotiated between the trainee and subject mentor during the weekly mentor meeting. Mentor to sign off targets from last week (see previous week) in outcome box using the codes: | | | | |
| **✓✓** = fully met **✓** = Partially met, carry forward to next week 🗶 = not met, carry forward to next week | | | | |
|  | | | | |
| **Standard** | **Target / Objective**  Set 3 targets; at least 1 subject (see subject audit) and 1 professional | | **Evidence of successfully achieving target** | **Outcome** |
|  |  | |  |  |
|  |  | |  |  |
| 3 | Subject knowledge-based target/objective: | |  |  |
|  | | | | |
| Trainee signature: | |  | | Tutor Check |
| Mentor signature: | |  | |
| Date: | |  | |

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| **Weekly Standards Page** | Week Beginning | **30th November 2020** |

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|  |  | **Progress Summary**  Brief outline of your achievement against the Standards this week based on your engagement with PGCE lectures/workshops/sessions or school experience |
| S1 | A  B  C |  |
| S2 | A  B  C  D  E |  |
| S3 | A  B  C  D  E |  |
| S4 | A  B  C  D  E |  |
| S5 | A  B  C  D |  |
| S6 | A  B  C  D |  |
| S7 | A  B  C  D |  |
| S8 | A  B  C  D  E |  |
| P2 | A  B  C |  |

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| **Weekly Targets Page** | Week Beginning | **30th November 2020** |

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| **Reflection** on achievements against the Standards from this week (see opposite page). To be completed by the trainee in preparation for the weekly mentor meeting or tutor meeting. | | | | |
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| Progress in relation to subject knowledge development this week (remember to also update your audit): | | | | |
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| ***COMPLETE THIS SECTION DURING SCHOOL PLACEMENTS ONLY***  **Targets** for the week ahead, negotiated between the trainee and subject mentor during the weekly mentor meeting. Mentor to sign off targets from last week (see previous week) in outcome box using the codes: | | | | |
| **✓✓** = fully met **✓** = Partially met, carry forward to next week 🗶 = not met, carry forward to next week | | | | |
|  | | | | |
| **Standard** | **Target / Objective**  Set 3 targets; at least 1 subject (see subject audit) and 1 professional | | **Evidence of successfully achieving target** | **Outcome** |
|  |  | |  |  |
|  |  | |  |  |
| 3 | Subject knowledge-based target/objective: | |  |  |
|  | | | | |
| Trainee signature: | |  | | Tutor Check |
| Mentor signature: | |  | |
| Date: | |  | |

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| **Weekly Standards Page** | Week Beginning | **7th December 2020** |

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|  |  | **Progress Summary**  Brief outline of your achievement against the Standards this week based on your engagement with PGCE lectures/workshops/sessions or school experience |
| S1 | A  B  C |  |
| S2 | A  B  C  D  E |  |
| S3 | A  B  C  D  E |  |
| S4 | A  B  C  D  E |  |
| S5 | A  B  C  D |  |
| S6 | A  B  C  D |  |
| S7 | A  B  C  D |  |
| S8 | A  B  C  D  E |  |
| P2 | A  B  C |  |

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| **Weekly Targets Page** | Week Beginning | **7th December 2020** |

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| **Reflection** on achievements against the Standards from this week (see opposite page). To be completed by the trainee in preparation for the weekly mentor meeting or tutor meeting. | | | | |
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| Progress in relation to subject knowledge development this week (remember to also update your audit): | | | | |
|  | | | | |
| ***COMPLETE THIS SECTION DURING SCHOOL PLACEMENTS ONLY***  **Targets** for the week ahead, negotiated between the trainee and subject mentor during the weekly mentor meeting. Mentor to sign off targets from last week (see previous week) in outcome box using the codes: | | | | |
| **✓✓** = fully met **✓** = Partially met, carry forward to next week 🗶 = not met, carry forward to next week | | | | |
|  | | | | |
| **Standard** | **Target / Objective**  Set 3 targets; at least 1 subject (see subject audit) and 1 professional | | **Evidence of successfully achieving target** | **Outcome** |
|  |  | |  |  |
|  |  | |  |  |
| 3 | Subject knowledge-based target/objective: | |  |  |
|  | | | | |
| Trainee signature: | |  | | Tutor Check |
| Mentor signature: | |  | |
| Date: | |  | |

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| **Weekly Standards Page** | Week Beginning | **14th December 2020** |

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|  |  | **Progress Summary**  Brief outline of your achievement against the Standards this week based on your engagement with PGCE lectures/workshops/sessions or school experience |
| S1 | A  B  C |  |
| S2 | A  B  C  D  E |  |
| S3 | A  B  C  D  E |  |
| S4 | A  B  C  D  E |  |
| S5 | A  B  C  D |  |
| S6 | A  B  C  D |  |
| S7 | A  B  C  D |  |
| S8 | A  B  C  D  E |  |
| P2 | A  B  C |  |

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| **Weekly Targets Page** | Week Beginning | **14th December 2020** |

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| **Reflection** on achievements against the Standards from this week (see opposite page). To be completed by the trainee in preparation for the weekly mentor meeting or tutor meeting. | | | | |
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| Progress in relation to subject knowledge development this week (remember to also update your audit): | | | | |
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| ***COMPLETE THIS SECTION DURING SCHOOL PLACEMENTS ONLY***  **Targets** for the week ahead, negotiated between the trainee and subject mentor during the weekly mentor meeting. Mentor to sign off targets from last week (see previous week) in outcome box using the codes: | | | | |
| **✓✓** = fully met **✓** = Partially met, carry forward to next week 🗶 = not met, carry forward to next week | | | | |
|  | | | | |
| **Standard** | **Target / Objective**  Set 3 targets; at least 1 subject (see subject audit) and 1 professional | | **Evidence of successfully achieving target** | **Outcome** |
|  |  | |  |  |
|  |  | |  |  |
| 3 | Subject knowledge-based target/objective: | |  |  |
|  | | | | |
| Trainee signature: | |  | | Tutor Check |
| Mentor signature: | |  | |
| Date: | |  | |

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| **Weekly Standards Page** | Week Beginning | **4th January 2021** |

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|  |  | **Progress Summary**  Brief outline of your achievement against the Standards this week based on your engagement with PGCE lectures/workshops/sessions or school experience |
| S1 | A  B  C |  |
| S2 | A  B  C  D  E |  |
| S3 | A  B  C  D  E |  |
| S4 | A  B  C  D  E |  |
| S5 | A  B  C  D |  |
| S6 | A  B  C  D |  |
| S7 | A  B  C  D |  |
| S8 | A  B  C  D  E |  |
| P2 | A  B  C |  |

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| **Weekly Targets Page** | Week Beginning | **4th January 2021** |

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| **Reflection** on achievements against the Standards from this week (see opposite page). To be completed by the trainee in preparation for the weekly mentor meeting or tutor meeting. | | | | |
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| Progress in relation to subject knowledge development this week (remember to also update your audit): | | | | |
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| ***COMPLETE THIS SECTION DURING SCHOOL PLACEMENTS ONLY***  **Targets** for the week ahead, negotiated between the trainee and subject mentor during the weekly mentor meeting. Mentor to sign off targets from last week (see previous week) in outcome box using the codes: | | | | |
| **✓✓** = fully met **✓** = Partially met, carry forward to next week 🗶 = not met, carry forward to next week | | | | |
|  | | | | |
| **Standard** | **Target / Objective**  Set 3 targets; at least 1 subject (see subject audit) and 1 professional | | **Evidence of successfully achieving target** | **Outcome** |
|  |  | |  |  |
|  |  | |  |  |
| 3 | Subject knowledge-based target/objective: | |  |  |
|  | | | | |
| Trainee signature: | |  | | Tutor Check |
| Mentor signature: | |  | |
| Date: | |  | |

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| **Weekly Standards Page** | Week Beginning | **11th January 2021** |

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|  |  | **Progress Summary**  Brief outline of your achievement against the Standards this week based on your engagement with PGCE lectures/workshops/sessions or school experience |
| S1 | A  B  C |  |
| S2 | A  B  C  D  E |  |
| S3 | A  B  C  D  E |  |
| S4 | A  B  C  D  E |  |
| S5 | A  B  C  D |  |
| S6 | A  B  C  D |  |
| S7 | A  B  C  D |  |
| S8 | A  B  C  D  E |  |
| P2 | A  B  C |  |

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| **Weekly Targets Page** | Week Beginning | **11th January 2021** |

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| **Reflection** on achievements against the Standards from this week (see opposite page). To be completed by the trainee in preparation for the weekly mentor meeting or tutor meeting. | | | | |
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| Progress in relation to subject knowledge development this week (remember to also update your audit): | | | | |
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| ***COMPLETE THIS SECTION DURING SCHOOL PLACEMENTS ONLY***  **Targets** for the week ahead, negotiated between the trainee and subject mentor during the weekly mentor meeting. Mentor to sign off targets from last week (see previous week) in outcome box using the codes: | | | | |
| **✓✓** = fully met **✓** = Partially met, carry forward to next week 🗶 = not met, carry forward to next week | | | | |
|  | | | | |
| **Standard** | **Target / Objective**  Set 3 targets; at least 1 subject (see subject audit) and 1 professional | | **Evidence of successfully achieving target** | **Outcome** |
|  |  | |  |  |
|  |  | |  |  |
| 3 | Subject knowledge-based target/objective: | |  |  |
|  | | | | |
| Trainee signature: | |  | | Tutor Check |
| Mentor signature: | |  | |
| Date: | |  | |

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| **Weekly Standards Page** | Week Beginning | **18th January 2021** |

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|  |  | **Progress Summary**  Brief outline of your achievement against the Standards this week based on your engagement with PGCE lectures/workshops/sessions or school experience |
| S1 | A  B  C |  |
| S2 | A  B  C  D  E |  |
| S3 | A  B  C  D  E |  |
| S4 | A  B  C  D  E |  |
| S5 | A  B  C  D |  |
| S6 | A  B  C  D |  |
| S7 | A  B  C  D |  |
| S8 | A  B  C  D  E |  |
| P2 | A  B  C |  |

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| **Weekly Targets Page** | Week Beginning | **18th January 2021** |

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| **Reflection** on achievements against the Standards from this week (see opposite page). To be completed by the trainee in preparation for the weekly mentor meeting or tutor meeting. | | | | |
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| Progress in relation to subject knowledge development this week (remember to also update your audit): | | | | |
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| ***COMPLETE THIS SECTION DURING SCHOOL PLACEMENTS ONLY***  **Targets** for the week ahead, negotiated between the trainee and subject mentor during the weekly mentor meeting. Mentor to sign off targets from last week (see previous week) in outcome box using the codes: | | | | |
| **✓✓** = fully met **✓** = Partially met, carry forward to next week 🗶 = not met, carry forward to next week | | | | |
|  | | | | |
| **Standard** | **Target / Objective**  Set 3 targets; at least 1 subject (see subject audit) and 1 professional | | **Evidence of successfully achieving target** | **Outcome** |
|  |  | |  |  |
|  |  | |  |  |
| 3 | Subject knowledge-based target/objective: | |  |  |
|  | | | | |
| Trainee signature: | |  | | Tutor Check |
| Mentor signature: | |  | |
| Date: | |  | |

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| **Weekly Standards Page** | Week Beginning | **25th January 2021** |

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|  |  | **Progress Summary**  Brief outline of your achievement against the Standards this week based on your engagement with PGCE lectures/workshops/sessions or school experience |
| S1 | A  B  C |  |
| S2 | A  B  C  D  E |  |
| S3 | A  B  C  D  E |  |
| S4 | A  B  C  D  E |  |
| S5 | A  B  C  D |  |
| S6 | A  B  C  D |  |
| S7 | A  B  C  D |  |
| S8 | A  B  C  D  E |  |
| P2 | A  B  C |  |

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| **Weekly Targets Page** | Week Beginning | **25th January 2021** |

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| **Reflection** on achievements against the Standards from this week (see opposite page). To be completed by the trainee in preparation for the weekly mentor meeting or tutor meeting. | | | | |
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| Progress in relation to subject knowledge development this week (remember to also update your audit): | | | | |
|  | | | | |
| ***COMPLETE THIS SECTION DURING SCHOOL PLACEMENTS ONLY***  **Targets** for the week ahead, negotiated between the trainee and subject mentor during the weekly mentor meeting. Mentor to sign off targets from last week (see previous week) in outcome box using the codes: | | | | |
| **✓✓** = fully met **✓** = Partially met, carry forward to next week 🗶 = not met, carry forward to next week | | | | |
|  | | | | |
| **Standard** | **Target / Objective**  Set 3 targets; at least 1 subject (see subject audit) and 1 professional | | **Evidence of successfully achieving target** | **Outcome** |
|  |  | |  |  |
|  |  | |  |  |
| 3 | Subject knowledge-based target/objective: | |  |  |
|  | | | | |
| Trainee signature: | |  | | Tutor Check |
| Mentor signature: | |  | |
| Date: | |  | |

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| **Weekly Standards Page** | Week Beginning | **1st February 2021** |

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|  |  | **Progress Summary**  Brief outline of your achievement against the Standards this week based on your engagement with PGCE lectures/workshops/sessions or school experience |
| S1 | A  B  C |  |
| S2 | A  B  C  D  E |  |
| S3 | A  B  C  D  E |  |
| S4 | A  B  C  D  E |  |
| S5 | A  B  C  D |  |
| S6 | A  B  C  D |  |
| S7 | A  B  C  D |  |
| S8 | A  B  C  D  E |  |
| P2 | A  B  C |  |

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| **Weekly Targets Page** | Week Beginning | **1st February 2021** |

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| **Reflection** on achievements against the Standards from this week (see opposite page). To be completed by the trainee in preparation for the weekly mentor meeting or tutor meeting. | | | | |
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| Progress in relation to subject knowledge development this week (remember to also update your audit): | | | | |
|  | | | | |
| ***COMPLETE THIS SECTION DURING SCHOOL PLACEMENTS ONLY***  **Targets** for the week ahead, negotiated between the trainee and subject mentor during the weekly mentor meeting. Mentor to sign off targets from last week (see previous week) in outcome box using the codes: | | | | |
| **✓✓** = fully met **✓** = Partially met, carry forward to next week 🗶 = not met, carry forward to next week | | | | |
|  | | | | |
| **Standard** | **Target / Objective**  Set 3 targets; at least 1 subject (see subject audit) and 1 professional | | **Evidence of successfully achieving target** | **Outcome** |
|  |  | |  |  |
|  |  | |  |  |
| 3 | Subject knowledge-based target/objective: | |  |  |
|  | | | | |
| Trainee signature: | |  | | Tutor Check |
| Mentor signature: | |  | |
| Date: | |  | |

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| **Weekly Standards Page** | Week Beginning | **8th February 2021** |

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|  |  | **Progress Summary**  Brief outline of your achievement against the Standards this week based on your engagement with PGCE lectures/workshops/sessions or school experience |
| S1 | A  B  C |  |
| S2 | A  B  C  D  E |  |
| S3 | A  B  C  D  E |  |
| S4 | A  B  C  D  E |  |
| S5 | A  B  C  D |  |
| S6 | A  B  C  D |  |
| S7 | A  B  C  D |  |
| S8 | A  B  C  D  E |  |
| P2 | A  B  C |  |

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| **Weekly Targets Page** | Week Beginning | **8th February 2021** |

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| --- | --- | --- | --- | --- |
| **Reflection** on achievements against the Standards from this week (see opposite page). To be completed by the trainee in preparation for the weekly mentor meeting or tutor meeting. | | | | |
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|  | | | | |
| Progress in relation to subject knowledge development this week (remember to also update your audit): | | | | |
|  | | | | |
| ***COMPLETE THIS SECTION DURING SCHOOL PLACEMENTS ONLY***  **Targets** for the week ahead, negotiated between the trainee and subject mentor during the weekly mentor meeting. Mentor to sign off targets from last week (see previous week) in outcome box using the codes: | | | | |
| **✓✓** = fully met **✓** = Partially met, carry forward to next week 🗶 = not met, carry forward to next week | | | | |
|  | | | | |
| **Standard** | **Target / Objective**  Set 3 targets; at least 1 subject (see subject audit) and 1 professional | | **Evidence of successfully achieving target** | **Outcome** |
|  |  | |  |  |
|  |  | |  |  |
| 3 | Subject knowledge-based target/objective: | |  |  |
|  | | | | |
| Trainee signature: | |  | | Tutor Check |
| Mentor signature: | |  | |
| Date: | |  | |

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| **Weekly Standards Page** | Week Beginning | **22nd February 2021** |

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|  |  | **Progress Summary**  Brief outline of your achievement against the Standards this week based on your engagement with PGCE lectures/workshops/sessions or school experience |
| S1 | A  B  C |  |
| S2 | A  B  C  D  E |  |
| S3 | A  B  C  D  E |  |
| S4 | A  B  C  D  E |  |
| S5 | A  B  C  D |  |
| S6 | A  B  C  D |  |
| S7 | A  B  C  D |  |
| S8 | A  B  C  D  E |  |
| P2 | A  B  C |  |

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| **Weekly Targets Page** | Week Beginning | **22nd February 2021** |

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| **Reflection** on achievements against the Standards from this week (see opposite page). To be completed by the trainee in preparation for the weekly mentor meeting or tutor meeting. | | | | |
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| Progress in relation to subject knowledge development this week (remember to also update your audit): | | | | |
|  | | | | |
| ***COMPLETE THIS SECTION DURING SCHOOL PLACEMENTS ONLY***  **Targets** for the week ahead, negotiated between the trainee and subject mentor during the weekly mentor meeting. Mentor to sign off targets from last week (see previous week) in outcome box using the codes: | | | | |
| **✓✓** = fully met **✓** = Partially met, carry forward to next week 🗶 = not met, carry forward to next week | | | | |
|  | | | | |
| **Standard** | **Target / Objective**  Set 3 targets; at least 1 subject (see subject audit) and 1 professional | | **Evidence of successfully achieving target** | **Outcome** |
|  |  | |  |  |
|  |  | |  |  |
| 3 | Subject knowledge-based target/objective: | |  |  |
|  | | | | |
| Trainee signature: | |  | | Tutor Check |
| Mentor signature: | |  | |
| Date: | |  | |

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| **Weekly Standards Page** | Week Beginning | **1st March 2021** |

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|  |  | **Progress Summary**  Brief outline of your achievement against the Standards this week based on your engagement with PGCE lectures/workshops/sessions or school experience |
| S1 | A  B  C |  |
| S2 | A  B  C  D  E |  |
| S3 | A  B  C  D  E |  |
| S4 | A  B  C  D  E |  |
| S5 | A  B  C  D |  |
| S6 | A  B  C  D |  |
| S7 | A  B  C  D |  |
| S8 | A  B  C  D  E |  |
| P2 | A  B  C |  |

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| **Weekly Targets Page** | Week Beginning | **1st March 2021** |

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| --- | --- | --- | --- | --- |
| **Reflection** on achievements against the Standards from this week (see opposite page). To be completed by the trainee in preparation for the weekly mentor meeting or tutor meeting. | | | | |
|  | | | | |
|  | | | | |
| Progress in relation to subject knowledge development this week (remember to also update your audit): | | | | |
|  | | | | |
| ***COMPLETE THIS SECTION DURING SCHOOL PLACEMENTS ONLY***  **Targets** for the week ahead, negotiated between the trainee and subject mentor during the weekly mentor meeting. Mentor to sign off targets from last week (see previous week) in outcome box using the codes: | | | | |
| **✓✓** = fully met **✓** = Partially met, carry forward to next week 🗶 = not met, carry forward to next week | | | | |
|  | | | | |
| **Standard** | **Target / Objective**  Set 3 targets; at least 1 subject (see subject audit) and 1 professional | | **Evidence of successfully achieving target** | **Outcome** |
|  |  | |  |  |
|  |  | |  |  |
| 3 | Subject knowledge-based target/objective: | |  |  |
|  | | | | |
| Trainee signature: | |  | | Tutor Check |
| Mentor signature: | |  | |
| Date: | |  | |

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| **Weekly Standards Page** | Week Beginning | **8th March 2021** |

|  |  |  |
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|  |  | **Progress Summary**  Brief outline of your achievement against the Standards this week based on your engagement with PGCE lectures/workshops/sessions or school experience |
| S1 | A  B  C |  |
| S2 | A  B  C  D  E |  |
| S3 | A  B  C  D  E |  |
| S4 | A  B  C  D  E |  |
| S5 | A  B  C  D |  |
| S6 | A  B  C  D |  |
| S7 | A  B  C  D |  |
| S8 | A  B  C  D  E |  |
| P2 | A  B  C |  |

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| --- | --- | --- |
| **Weekly Targets Page** | Week Beginning | **8th March 2021** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Reflection** on achievements against the Standards from this week (see opposite page). To be completed by the trainee in preparation for the weekly mentor meeting or tutor meeting. | | | | |
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| Progress in relation to subject knowledge development this week (remember to also update your audit): | | | | |
|  | | | | |
| ***COMPLETE THIS SECTION DURING SCHOOL PLACEMENTS ONLY***  **Targets** for the week ahead, negotiated between the trainee and subject mentor during the weekly mentor meeting. Mentor to sign off targets from last week (see previous week) in outcome box using the codes: | | | | |
| **✓✓** = fully met **✓** = Partially met, carry forward to next week 🗶 = not met, carry forward to next week | | | | |
|  | | | | |
| **Standard** | **Target / Objective**  Set 3 targets; at least 1 subject (see subject audit) and 1 professional | | **Evidence of successfully achieving target** | **Outcome** |
|  |  | |  |  |
|  |  | |  |  |
| 3 | Subject knowledge-based target/objective: | |  |  |
|  | | | | |
| Trainee signature: | |  | | Tutor Check |
| Mentor signature: | |  | |
| Date: | |  | |

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| **Weekly Standards Page** | Week Beginning | **15th March 2021** |

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| --- | --- | --- |
|  |  | **Progress Summary**  Brief outline of your achievement against the Standards this week based on your engagement with PGCE lectures/workshops/sessions or school experience |
| S1 | A  B  C |  |
| S2 | A  B  C  D  E |  |
| S3 | A  B  C  D  E |  |
| S4 | A  B  C  D  E |  |
| S5 | A  B  C  D |  |
| S6 | A  B  C  D |  |
| S7 | A  B  C  D |  |
| S8 | A  B  C  D  E |  |
| P2 | A  B  C |  |

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| --- | --- | --- |
| **Weekly Targets Page** | Week Beginning | **15th March 2021** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Reflection** on achievements against the Standards from this week (see opposite page). To be completed by the trainee in preparation for the weekly mentor meeting or tutor meeting. | | | | |
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| Progress in relation to subject knowledge development this week (remember to also update your audit): | | | | |
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| ***COMPLETE THIS SECTION DURING SCHOOL PLACEMENTS ONLY***  **Targets** for the week ahead, negotiated between the trainee and subject mentor during the weekly mentor meeting. Mentor to sign off targets from last week (see previous week) in outcome box using the codes: | | | | |
| **✓✓** = fully met **✓** = Partially met, carry forward to next week 🗶 = not met, carry forward to next week | | | | |
|  | | | | |
| **Standard** | **Target / Objective**  Set 3 targets; at least 1 subject (see subject audit) and 1 professional | | **Evidence of successfully achieving target** | **Outcome** |
|  |  | |  |  |
|  |  | |  |  |
| 3 | Subject knowledge-based target/objective: | |  |  |
|  | | | | |
| Trainee signature: | |  | | Tutor Check |
| Mentor signature: | |  | |
| Date: | |  | |

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| **Weekly Standards Page** | Week Beginning | **22nd March 2021** |

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|  |  | **Progress Summary**  Brief outline of your achievement against the Standards this week based on your engagement with PGCE lectures/workshops/sessions or school experience |
| S1 | A  B  C |  |
| S2 | A  B  C  D  E |  |
| S3 | A  B  C  D  E |  |
| S4 | A  B  C  D  E |  |
| S5 | A  B  C  D |  |
| S6 | A  B  C  D |  |
| S7 | A  B  C  D |  |
| S8 | A  B  C  D  E |  |
| P2 | A  B  C |  |

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| **Weekly Targets Page** | Week Beginning | **22nd March 2021** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Reflection** on achievements against the Standards from this week (see opposite page). To be completed by the trainee in preparation for the weekly mentor meeting or tutor meeting. | | | | |
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| Progress in relation to subject knowledge development this week (remember to also update your audit): | | | | |
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| ***COMPLETE THIS SECTION DURING SCHOOL PLACEMENTS ONLY***  **Targets** for the week ahead, negotiated between the trainee and subject mentor during the weekly mentor meeting. Mentor to sign off targets from last week (see previous week) in outcome box using the codes: | | | | |
| **✓✓** = fully met **✓** = Partially met, carry forward to next week 🗶 = not met, carry forward to next week | | | | |
|  | | | | |
| **Standard** | **Target / Objective**  Set 3 targets; at least 1 subject (see subject audit) and 1 professional | | **Evidence of successfully achieving target** | **Outcome** |
|  |  | |  |  |
|  |  | |  |  |
| 3 | Subject knowledge-based target/objective: | |  |  |
|  | | | | |
| Trainee signature: | |  | | Tutor Check |
| Mentor signature: | |  | |
| Date: | |  | |

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| **Weekly Standards Page** | Week Beginning | **29th March 2021** |

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|  |  | **Progress Summary**  Brief outline of your achievement against the Standards this week based on your engagement with PGCE lectures/workshops/sessions or school experience |
| S1 | A  B  C |  |
| S2 | A  B  C  D  E |  |
| S3 | A  B  C  D  E |  |
| S4 | A  B  C  D  E |  |
| S5 | A  B  C  D |  |
| S6 | A  B  C  D |  |
| S7 | A  B  C  D |  |
| S8 | A  B  C  D  E |  |
| P2 | A  B  C |  |

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| **Weekly Targets Page** | Week Beginning | **29th March 2021** |

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| **Reflection** on achievements against the Standards from this week (see opposite page). To be completed by the trainee in preparation for the weekly mentor meeting or tutor meeting. | | | | |
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|  | | | | |
| Progress in relation to subject knowledge development this week (remember to also update your audit): | | | | |
|  | | | | |
| ***COMPLETE THIS SECTION DURING SCHOOL PLACEMENTS ONLY***  **Targets** for the week ahead, negotiated between the trainee and subject mentor during the weekly mentor meeting. Mentor to sign off targets from last week (see previous week) in outcome box using the codes: | | | | |
| **✓✓** = fully met **✓** = Partially met, carry forward to next week 🗶 = not met, carry forward to next week | | | | |
|  | | | | |
| **Standard** | **Target / Objective**  Set 3 targets; at least 1 subject (see subject audit) and 1 professional | | **Evidence of successfully achieving target** | **Outcome** |
|  |  | |  |  |
|  |  | |  |  |
| 3 | Subject knowledge-based target/objective: | |  |  |
|  | | | | |
| Trainee signature: | |  | | Tutor Check |
| Mentor signature: | |  | |
| Date: | |  | |

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| **Weekly Standards Page** | Week Beginning | **19th April 2021** |

|  |  |  |
| --- | --- | --- |
|  |  | **Progress Summary**  Brief outline of your achievement against the Standards this week based on your engagement with PGCE lectures/workshops/sessions or school experience |
| S1 | A  B  C |  |
| S2 | A  B  C  D  E |  |
| S3 | A  B  C  D  E |  |
| S4 | A  B  C  D  E |  |
| S5 | A  B  C  D |  |
| S6 | A  B  C  D |  |
| S7 | A  B  C  D |  |
| S8 | A  B  C  D  E |  |
| P2 | A  B  C |  |

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| **Weekly Targets Page** | Week Beginning | **19th April 2021** |

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| **Reflection** on achievements against the Standards from this week (see opposite page). To be completed by the trainee in preparation for the weekly mentor meeting or tutor meeting. | | | | |
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| Progress in relation to subject knowledge development this week (remember to also update your audit): | | | | |
|  | | | | |
| ***COMPLETE THIS SECTION DURING SCHOOL PLACEMENTS ONLY***  **Targets** for the week ahead, negotiated between the trainee and subject mentor during the weekly mentor meeting. Mentor to sign off targets from last week (see previous week) in outcome box using the codes: | | | | |
| **✓✓** = fully met **✓** = Partially met, carry forward to next week 🗶 = not met, carry forward to next week | | | | |
|  | | | | |
| **Standard** | **Target / Objective**  Set 3 targets; at least 1 subject (see subject audit) and 1 professional | | **Evidence of successfully achieving target** | **Outcome** |
|  |  | |  |  |
|  |  | |  |  |
| 3 | Subject knowledge-based target/objective: | |  |  |
|  | | | | |
| Trainee signature: | |  | | Tutor Check |
| Mentor signature: | |  | |
| Date: | |  | |

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| **Weekly Standards Page** | Week Beginning | **26th April 2021** |

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|  |  | **Progress Summary**  Brief outline of your achievement against the Standards this week based on your engagement with PGCE lectures/workshops/sessions or school experience |
| S1 | A  B  C |  |
| S2 | A  B  C  D  E |  |
| S3 | A  B  C  D  E |  |
| S4 | A  B  C  D  E |  |
| S5 | A  B  C  D |  |
| S6 | A  B  C  D |  |
| S7 | A  B  C  D |  |
| S8 | A  B  C  D  E |  |
| P2 | A  B  C |  |

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| **Weekly Targets Page** | Week Beginning | **26th April 2021** |

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| **Reflection** on achievements against the Standards from this week (see opposite page). To be completed by the trainee in preparation for the weekly mentor meeting or tutor meeting. | | | | |
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| Progress in relation to subject knowledge development this week (remember to also update your audit): | | | | |
|  | | | | |
| ***COMPLETE THIS SECTION DURING SCHOOL PLACEMENTS ONLY***  **Targets** for the week ahead, negotiated between the trainee and subject mentor during the weekly mentor meeting. Mentor to sign off targets from last week (see previous week) in outcome box using the codes: | | | | |
| **✓✓** = fully met **✓** = Partially met, carry forward to next week 🗶 = not met, carry forward to next week | | | | |
|  | | | | |
| **Standard** | **Target / Objective**  Set 3 targets; at least 1 subject (see subject audit) and 1 professional | | **Evidence of successfully achieving target** | **Outcome** |
|  |  | |  |  |
|  |  | |  |  |
| 3 | Subject knowledge-based target/objective: | |  |  |
|  | | | | |
| Trainee signature: | |  | | Tutor Check |
| Mentor signature: | |  | |
| Date: | |  | |

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| **Weekly Standards Page** | Week Beginning | **3rd May 2021** |

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|  |  | **Progress Summary**  Brief outline of your achievement against the Standards this week based on your engagement with PGCE lectures/workshops/sessions or school experience |
| S1 | A  B  C |  |
| S2 | A  B  C  D  E |  |
| S3 | A  B  C  D  E |  |
| S4 | A  B  C  D  E |  |
| S5 | A  B  C  D |  |
| S6 | A  B  C  D |  |
| S7 | A  B  C  D |  |
| S8 | A  B  C  D  E |  |
| P2 | A  B  C |  |

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| **Weekly Targets Page** | Week Beginning | **3rd May 2021** |

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| **Reflection** on achievements against the Standards from this week (see opposite page). To be completed by the trainee in preparation for the weekly mentor meeting or tutor meeting. | | | | |
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| Progress in relation to subject knowledge development this week (remember to also update your audit): | | | | |
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| ***COMPLETE THIS SECTION DURING SCHOOL PLACEMENTS ONLY***  **Targets** for the week ahead, negotiated between the trainee and subject mentor during the weekly mentor meeting. Mentor to sign off targets from last week (see previous week) in outcome box using the codes: | | | | |
| **✓✓** = fully met **✓** = Partially met, carry forward to next week 🗶 = not met, carry forward to next week | | | | |
|  | | | | |
| **Standard** | **Target / Objective**  Set 3 targets; at least 1 subject (see subject audit) and 1 professional | | **Evidence of successfully achieving target** | **Outcome** |
|  |  | |  |  |
|  |  | |  |  |
| 3 | Subject knowledge-based target/objective: | |  |  |
|  | | | | |
| Trainee signature: | |  | | Tutor Check |
| Mentor signature: | |  | |
| Date: | |  | |

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| **Weekly Standards Page** | Week Beginning | **10th May 2021** |

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|  |  | **Progress Summary**  Brief outline of your achievement against the Standards this week based on your engagement with PGCE lectures/workshops/sessions or school experience |
| S1 | A  B  C |  |
| S2 | A  B  C  D  E |  |
| S3 | A  B  C  D  E |  |
| S4 | A  B  C  D  E |  |
| S5 | A  B  C  D |  |
| S6 | A  B  C  D |  |
| S7 | A  B  C  D |  |
| S8 | A  B  C  D  E |  |
| P2 | A  B  C |  |

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| **Weekly Targets Page** | Week Beginning | **10th May 2021** |

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| **Reflection** on achievements against the Standards from this week (see opposite page). To be completed by the trainee in preparation for the weekly mentor meeting or tutor meeting. | | | | |
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| Progress in relation to subject knowledge development this week (remember to also update your audit): | | | | |
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| ***COMPLETE THIS SECTION DURING SCHOOL PLACEMENTS ONLY***  **Targets** for the week ahead, negotiated between the trainee and subject mentor during the weekly mentor meeting. Mentor to sign off targets from last week (see previous week) in outcome box using the codes: | | | | |
| **✓✓** = fully met **✓** = Partially met, carry forward to next week 🗶 = not met, carry forward to next week | | | | |
|  | | | | |
| **Standard** | **Target / Objective**  Set 3 targets; at least 1 subject (see subject audit) and 1 professional | | **Evidence of successfully achieving target** | **Outcome** |
|  |  | |  |  |
|  |  | |  |  |
| 3 | Subject knowledge-based target/objective: | |  |  |
|  | | | | |
| Trainee signature: | |  | | Tutor Check |
| Mentor signature: | |  | |
| Date: | |  | |

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| **Weekly Standards Page** | Week Beginning | **17th May 2021** |

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|  |  | **Progress Summary**  Brief outline of your achievement against the Standards this week based on your engagement with PGCE lectures/workshops/sessions or school experience |
| S1 | A  B  C |  |
| S2 | A  B  C  D  E |  |
| S3 | A  B  C  D  E |  |
| S4 | A  B  C  D  E |  |
| S5 | A  B  C  D |  |
| S6 | A  B  C  D |  |
| S7 | A  B  C  D |  |
| S8 | A  B  C  D  E |  |
| P2 | A  B  C |  |

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| **Weekly Targets Page** | Week Beginning | **17th May 2021** |

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| --- | --- | --- | --- | --- |
| **Reflection** on achievements against the Standards from this week (see opposite page). To be completed by the trainee in preparation for the weekly mentor meeting or tutor meeting. | | | | |
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|  | | | | |
| Progress in relation to subject knowledge development this week (remember to also update your audit): | | | | |
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| ***COMPLETE THIS SECTION DURING SCHOOL PLACEMENTS ONLY***  **Targets** for the week ahead, negotiated between the trainee and subject mentor during the weekly mentor meeting. Mentor to sign off targets from last week (see previous week) in outcome box using the codes: | | | | |
| **✓✓** = fully met **✓** = Partially met, carry forward to next week 🗶 = not met, carry forward to next week | | | | |
|  | | | | |
| **Standard** | **Target / Objective**  Set 3 targets; at least 1 subject (see subject audit) and 1 professional | | **Evidence of successfully achieving target** | **Outcome** |
|  |  | |  |  |
|  |  | |  |  |
| 3 | Subject knowledge-based target/objective: | |  |  |
|  | | | | |
| Trainee signature: | |  | | Tutor Check |
| Mentor signature: | |  | |
| Date: | |  | |

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| **Weekly Standards Page** | Week Beginning | **24th May 2021** |

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|  |  | **Progress Summary**  Brief outline of your achievement against the Standards this week based on your engagement with PGCE lectures/workshops/sessions or school experience |
| S1 | A  B  C |  |
| S2 | A  B  C  D  E |  |
| S3 | A  B  C  D  E |  |
| S4 | A  B  C  D  E |  |
| S5 | A  B  C  D |  |
| S6 | A  B  C  D |  |
| S7 | A  B  C  D |  |
| S8 | A  B  C  D  E |  |
| P2 | A  B  C |  |

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| **Weekly Targets Page** | Week Beginning | **24th May 2021** |

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| **Reflection** on achievements against the Standards from this week (see opposite page). To be completed by the trainee in preparation for the weekly mentor meeting or tutor meeting. | | | | |
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| Progress in relation to subject knowledge development this week (remember to also update your audit): | | | | |
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| ***COMPLETE THIS SECTION DURING SCHOOL PLACEMENTS ONLY***  **Targets** for the week ahead, negotiated between the trainee and subject mentor during the weekly mentor meeting. Mentor to sign off targets from last week (see previous week) in outcome box using the codes: | | | | |
| **✓✓** = fully met **✓** = Partially met, carry forward to next week 🗶 = not met, carry forward to next week | | | | |
|  | | | | |
| **Standard** | **Target / Objective**  Set 3 targets; at least 1 subject (see subject audit) and 1 professional | | **Evidence of successfully achieving target** | **Outcome** |
|  |  | |  |  |
|  |  | |  |  |
| 3 | Subject knowledge-based target/objective: | |  |  |
|  | | | | |
| Trainee signature: | |  | | Tutor Check |
| Mentor signature: | |  | |
| Date: | |  | |

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| **Weekly Standards Page** | Week Beginning | **7th June 2021** |

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|  |  | **Progress Summary**  Brief outline of your achievement against the Standards this week based on your engagement with PGCE lectures/workshops/sessions or school experience |
| S1 | A  B  C |  |
| S2 | A  B  C  D  E |  |
| S3 | A  B  C  D  E |  |
| S4 | A  B  C  D  E |  |
| S5 | A  B  C  D |  |
| S6 | A  B  C  D |  |
| S7 | A  B  C  D |  |
| S8 | A  B  C  D  E |  |
| P2 | A  B  C |  |

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| **Weekly Targets Page** | Week Beginning | **7th June 2021** |

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| **Reflection** on achievements against the Standards from this week (see opposite page). To be completed by the trainee in preparation for the weekly mentor meeting or tutor meeting. | | | | |
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| Progress in relation to subject knowledge development this week (remember to also update your audit): | | | | |
|  | | | | |
| ***COMPLETE THIS SECTION DURING SCHOOL PLACEMENTS ONLY***  **Targets** for the week ahead, negotiated between the trainee and subject mentor during the weekly mentor meeting. Mentor to sign off targets from last week (see previous week) in outcome box using the codes: | | | | |
| **✓✓** = fully met **✓** = Partially met, carry forward to next week 🗶 = not met, carry forward to next week | | | | |
|  | | | | |
| **Standard** | **Target / Objective**  Set 3 targets; at least 1 subject (see subject audit) and 1 professional | | **Evidence of successfully achieving target** | **Outcome** |
|  |  | |  |  |
|  |  | |  |  |
| 3 | Subject knowledge-based target/objective: | |  |  |
|  | | | | |
| Trainee signature: | |  | | Tutor Check |
| Mentor signature: | |  | |
| Date: | |  | |

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| **Weekly Standards Page** | Week Beginning | **14th June 2021** |

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| --- | --- | --- |
|  |  | **Progress Summary**  Brief outline of your achievement against the Standards this week based on your engagement with PGCE lectures/workshops/sessions or school experience |
| S1 | A  B  C |  |
| S2 | A  B  C  D  E |  |
| S3 | A  B  C  D  E |  |
| S4 | A  B  C  D  E |  |
| S5 | A  B  C  D |  |
| S6 | A  B  C  D |  |
| S7 | A  B  C  D |  |
| S8 | A  B  C  D  E |  |
| P2 | A  B  C |  |

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| **Weekly Targets Page** | Week Beginning | **14th June 2021** |

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| **Reflection** on achievements against the Standards from this week (see opposite page). To be completed by the trainee in preparation for the weekly mentor meeting or tutor meeting. | | | | |
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|  | | | | |
| Progress in relation to subject knowledge development this week (remember to also update your audit): | | | | |
|  | | | | |
| ***COMPLETE THIS SECTION DURING SCHOOL PLACEMENTS ONLY***  **Targets** for the week ahead, negotiated between the trainee and subject mentor during the weekly mentor meeting. Mentor to sign off targets from last week (see previous week) in outcome box using the codes: | | | | |
| **✓✓** = fully met **✓** = Partially met, carry forward to next week 🗶 = not met, carry forward to next week | | | | |
|  | | | | |
| **Standard** | **Target / Objective**  Set 3 targets; at least 1 subject (see subject audit) and 1 professional | | **Evidence of successfully achieving target** | **Outcome** |
|  |  | |  |  |
|  |  | |  |  |
| 3 | Subject knowledge-based target/objective: | |  |  |
|  | | | | |
| Trainee signature: | |  | | Tutor Check |
| Mentor signature: | |  | |
| Date: | |  | |

|  |  |  |
| --- | --- | --- |
| **Weekly Standards Page** | Week Beginning | **21st June 2021** |

|  |  |  |
| --- | --- | --- |
|  |  | **Progress Summary**  Brief outline of your achievement against the Standards this week based on your engagement with PGCE lectures/workshops/sessions or school experience |
| S1 | A  B  C |  |
| S2 | A  B  C  D  E |  |
| S3 | A  B  C  D  E |  |
| S4 | A  B  C  D  E |  |
| S5 | A  B  C  D |  |
| S6 | A  B  C  D |  |
| S7 | A  B  C  D |  |
| S8 | A  B  C  D  E |  |
| P2 | A  B  C |  |

|  |  |  |
| --- | --- | --- |
| **Weekly Targets Page** | Week Beginning | **21st June 2021** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Reflection** on achievements against the Standards from this week (see opposite page). To be completed by the trainee in preparation for the weekly mentor meeting or tutor meeting. | | | | |
|  | | | | |
|  | | | | |
| Progress in relation to subject knowledge development this week (remember to also update your audit): | | | | |
|  | | | | |
| ***COMPLETE THIS SECTION DURING SCHOOL PLACEMENTS ONLY***  **Targets** for the week ahead, negotiated between the trainee and subject mentor during the weekly mentor meeting. Mentor to sign off targets from last week (see previous week) in outcome box using the codes: | | | | |
| **✓✓** = fully met **✓** = Partially met, carry forward to next week 🗶 = not met, carry forward to next week | | | | |
|  | | | | |
| **Standard** | **Target / Objective**  Set 3 targets; at least 1 subject (see subject audit) and 1 professional | | **Evidence of successfully achieving target** | **Outcome** |
|  |  | |  |  |
|  |  | |  |  |
| 3 | Subject knowledge-based target/objective: | |  |  |
|  | | | | |
| Trainee signature: | |  | | Tutor Check |
| Mentor signature: | |  | |
| Date: | |  | |

|  |  |  |
| --- | --- | --- |
| **Weekly Standards Page** | Week Beginning | **28th June 2021** |

|  |  |  |
| --- | --- | --- |
|  |  | **Progress Summary**  Brief outline of your achievement against the Standards this week based on your engagement with PGCE lectures/workshops/sessions or school experience |
| S1 | A  B  C |  |
| S2 | A  B  C  D  E |  |
| S3 | A  B  C  D  E |  |
| S4 | A  B  C  D  E |  |
| S5 | A  B  C  D |  |
| S6 | A  B  C  D |  |
| S7 | A  B  C  D |  |
| S8 | A  B  C  D  E |  |
| P2 | A  B  C |  |

|  |  |  |
| --- | --- | --- |
| **Weekly Targets Page** | Week Beginning | **28th June 2021** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Reflection** on achievements against the Standards from this week (see opposite page). To be completed by the trainee in preparation for the weekly mentor meeting or tutor meeting. | | | | |
|  | | | | |
|  | | | | |
| Progress in relation to subject knowledge development this week (remember to also update your audit): | | | | |
|  | | | | |
| ***COMPLETE THIS SECTION DURING SCHOOL PLACEMENTS ONLY***  **Targets** for the week ahead, negotiated between the trainee and subject mentor during the weekly mentor meeting. Mentor to sign off targets from last week (see previous week) in outcome box using the codes: | | | | |
| **✓✓** = fully met **✓** = Partially met, carry forward to next week 🗶 = not met, carry forward to next week | | | | |
|  | | | | |
| **Standard** | **Target / Objective**  Set 3 targets; at least 1 subject (see subject audit) and 1 professional | | **Evidence of successfully achieving target** | **Outcome** |
|  |  | |  |  |
|  |  | |  |  |
| 3 | Subject knowledge-based target/objective: | |  |  |
|  | | | | |
| Trainee signature: | |  | | Tutor Check |
| Mentor signature: | |  | |
| Date: | |  | |

|  |  |  |
| --- | --- | --- |
| **Weekly Standards Page** | Week Beginning | **5th July 2021** |

|  |  |  |
| --- | --- | --- |
|  |  | **Progress Summary**  Brief outline of your achievement against the Standards this week based on your engagement with PGCE lectures/workshops/sessions or school experience |
| S1 | A  B  C |  |
| S2 | A  B  C  D  E |  |
| S3 | A  B  C  D  E |  |
| S4 | A  B  C  D  E |  |
| S5 | A  B  C  D |  |
| S6 | A  B  C  D |  |
| S7 | A  B  C  D |  |
| S8 | A  B  C  D  E |  |
| P2 | A  B  C |  |

|  |  |  |
| --- | --- | --- |
| **Weekly Targets Page** | Week Beginning | **5th July 2021** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Reflection** on achievements against the Standards from this week (see opposite page). To be completed by the trainee in preparation for the weekly mentor meeting or tutor meeting. | | | | |
|  | | | | |
|  | | | | |
| Progress in relation to subject knowledge development this week (remember to also update your audit): | | | | |
|  | | | | |
| ***COMPLETE THIS SECTION DURING SCHOOL PLACEMENTS ONLY***  **Targets** for the week ahead, negotiated between the trainee and subject mentor during the weekly mentor meeting. Mentor to sign off targets from last week (see previous week) in outcome box using the codes: | | | | |
| **✓✓** = fully met **✓** = Partially met, carry forward to next week 🗶 = not met, carry forward to next week | | | | |
|  | | | | |
| **Standard** | **Target / Objective**  Set 3 targets; at least 1 subject (see subject audit) and 1 professional | | **Evidence of successfully achieving target** | **Outcome** |
|  |  | |  |  |
|  |  | |  |  |
| 3 | Subject knowledge-based target/objective: | |  |  |
|  | | | | |
| Trainee signature: | |  | | Tutor Check |
| Mentor signature: | |  | |
| Date: | |  | |

|  |  |  |
| --- | --- | --- |
| **Weekly Standards Page** | Week Beginning | **12th July 2021** |

|  |  |  |
| --- | --- | --- |
|  |  | **Progress Summary**  Brief outline of your achievement against the Standards this week based on your engagement with PGCE lectures/workshops/sessions or school experience |
| S1 | A  B  C |  |
| S2 | A  B  C  D  E |  |
| S3 | A  B  C  D  E |  |
| S4 | A  B  C  D  E |  |
| S5 | A  B  C  D |  |
| S6 | A  B  C  D |  |
| S7 | A  B  C  D |  |
| S8 | A  B  C  D  E |  |
| P2 | A  B  C |  |

|  |  |  |
| --- | --- | --- |
| **Weekly Targets Page** | Week Beginning | **12th July 2021** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Reflection** on achievements against the Standards from this week (see opposite page). To be completed by the trainee in preparation for the weekly mentor meeting or tutor meeting. | | | | |
|  | | | | |
|  | | | | |
| Progress in relation to subject knowledge development this week (remember to also update your audit): | | | | |
|  | | | | |
| ***COMPLETE THIS SECTION DURING SCHOOL PLACEMENTS ONLY***  **Targets** for the week ahead, negotiated between the trainee and subject mentor during the weekly mentor meeting. Mentor to sign off targets from last week (see previous week) in outcome box using the codes: | | | | |
| **✓✓** = fully met **✓** = Partially met, carry forward to next week 🗶 = not met, carry forward to next week | | | | |
|  | | | | |
| **Standard** | **Target / Objective**  Set 3 targets; at least 1 subject (see subject audit) and 1 professional | | **Evidence of successfully achieving target** | **Outcome** |
|  |  | |  |  |
|  |  | |  |  |
| 3 | Subject knowledge-based target/objective: | |  |  |
|  | | | | |
| Trainee signature: | |  | | Tutor Check |
| Mentor signature: | |  | |
| Date: | |  | |

## **Progress Review Meeting Agendas**

## **Introductory Progress Review Meeting Agenda (September)**

In preparation for this Progress Review Meeting, please:

* **Complete the HELS Risk Assessment via Moodle**. This can be accessed via the **PGCE Secondary Personal Risk Assessment** section of Moodle and the submission point is in the same page: <https://moodle.bcu.ac.uk/course/view.php?id=81013>
* **Read and sign the following post-enrolment documents via Moodle**. This can be accessed via the **PGCE Secondary post-enrolment documents** section of Moodle and the submission point for these documents is in the same section:

<https://moodle.bcu.ac.uk/course/view.php?id=81019>

* **Student Learning Agreement**
* **Provision of a Reference Form**
* **Photo Release Form**
* Read the **Student Partnership Agreement**: *(*<http://www.bcu.ac.uk/student-info/partnership-agreement>*) (there will be a box for you to tick on the PGCE Secondary post-enrolment documents page for you to indicate that this has been done)*
* **Complete and upload to Moodle in the Introductory Progress Review Meeting submission point**:
* The **Professional Practice Audit** – (word document)
* The **Trainee Pen Portrait** (word document)
* Use the subject audit that you completed in the summer to help you complete the digital **subject knowledge tracker** (will be emailed to you by your subject leader and is an Excel document)
* Any **evidence you have of having completed your pre-course tasks** which will demonstrate how you started to address gaps in your subject knowledge over the summer.
* Ensure that you have emailed your **ISE booklet (or alternative booklet)** to your tutor.

CHECKLIST

|  |  |  |
| --- | --- | --- |
| **Item** |  |  |
| **HELS Risks Assessment submitted via Moodle** | Completed? | Yes/No |
| Post-enrolment documents signed and submitted via Moodle - Student Learning Agreement, Provision of a Reference Form and Photo Release Form | Signed? | Yes/No |
| Read the **Student Partnership Agreement** online | Read | Yes/No |
| **Professional Practice Audit** | Completed | Yes/No |
| **Trainee Pen Portrait** | Completed? | Yes/No |
| **Subject Knowledge Tracker** | Completed? | Yes/No |
| **Pre-course preparation tasks** | Evidence of engagement? | Yes/No |
| **Initial School Experience booklet** | Completed? | Yes/No |

## Following your first Progress Review Meeting, **you are responsible** for emailing the following completed documents to both the Professional and Subject mentors in school placement before you start your placement:

## **Trainee Pen Portrait**

* **Subject Knowledge Tracker**
* **Professional Practice Audit**

Based upon your completed Trainee Pen Portrait, please summarise your initial areas for consideration below, to ensure you are best prepared for your school placement:

|  |  |
| --- | --- |
| **Strengths** |  |
| **Development considerations**  Tutor should decide if an Individual Support Plan should be put in place based on outcome of interview/progress review meeting |  |
| **Next Steps (action plan)** |  |

## **Progress Review Meeting 1 - Agenda (November)**

In preparation for this tutorial, please:

* Ensure that your **Progress Journal** is up-to-date and available for discussion (including progress with Journal Tasks 1-4).
* Update your subject knowledge tracker.
* Discuss work in progress for the Professional Studies assignment. 10% of an assignment can be checked by a tutor for formative assessment purposes during this Progress Review Meeting.

|  |  |
| --- | --- |
| **Item** | **Completed (Y/N)** |
| Progress Journal **weekly pages** and **subject pedagogy critical reflections** have been completed |  |
| **Journal Tasks** started with evidence to show progress towards completing them. |  |
| **Subject knowledge tracker** updated |  |
| Formative feedback for **Professional Studies** assignment |  |

|  |
| --- |
| Notes from PRM 1: |
|  |

## **Progress Review Meeting 2 - Agenda (January)**

In preparation for this tutorial, please:

* Submit via Moodle your **School Mid-point review for assessment phase 1** (as completed by your Subject Mentor)
* Highlight in **Yellow** on your BCU tracker, the relevant descriptors for each sub-standard to reflect a ‘best fit’ approach judgement based on your Mid-point review.
* Ensure that your **Progress Journal** is up-to-date and available for discussion (including completed Journal Tasks 1-4).
* Prepare 9 pieces of **selected evidence** (one for each Teachers’ Standard, including part 2) to present in your Progress Review Meeting that demonstrate your achievement of the Teachers’ Standards and support the progress shown on your BCU tracker. Your evidence can be stored in your One Drive and the link shared with your tutor.
* Ensure that you have been uploading two **Learning Observation Records** per week to your One Drive.
* Update your **subject knowledge tracker**.
* Confirm to your tutor that you have submitted your EDU7343 Professional Studies assignment.

|  |  |
| --- | --- |
| **Item** | **Completed (Y/N)** |
| **Mid-point review** uploaded |  |
| BCU Tracker completed with **Yellow** highlighting of descriptors to reflect current progress |  |
| **9 pieces of evidence** presented to support midpoint-review and BCU tracker. **Professional discussion** with tutor based around this evidence and to confirm achievements to date. |  |
| Progress Journal **weekly pages** and **subject pedagogy critical reflections** have been completed |  |
| **Journal Tasks 1-4** completed |  |
| Uploaded two **Learning Observation Records** per week |  |
| **Subject knowledge tracker** updated |  |

|  |
| --- |
| Notes from PRM 2: |
|  |

## **Progress Review Meeting 3 - Agenda (March)**

In preparation for this tutorial, please:

* Submit via Moodle your **End of Assessment Phase 1 Report** (as completed by your Subject Mentor)
* Highlight in **Orange** on your BCU tracker, the relevant descriptors for each sub-standard to reflect a ‘best fit’ approach judgement based on your End of Placement Report.
* Ensure that your **Progress Journal** is up-to-date and available for discussion, including completed Journal tasks 5-8
* Prepare 9 pieces of **selected evidence** (one for each Teachers’ Standard, including part 2) to present in your Progress Review Meeting that demonstrate your achievement of the Teachers’ Standards and support the progress shown on your BCU tracker. Your evidence can be stored in your One Drive and the link shared with your tutor.
* Ensure that you have been uploading two **Learning Observation Records** per week to your One Drive
* Update your **subject knowledge tracker**.
* Discuss work in progress for the **Professional Enquiry** assignment. 10% of an assignment can be checked by a tutor for formative assessment purposes during this Progress Review Meeting.

|  |  |
| --- | --- |
| **Item** | **Completed (Y/N)** |
| **End of Assessment Phase 1 Report** uploaded |  |
| BCU Tracker completed with **Orange** highlighting of descriptors to reflect current progress. |  |
| **9 pieces of evidence** presented to support the end of placement report and BCU tracker. **Professional discussion** with tutor based around this evidence and to confirm achievements to date. |  |
| Progress Journal **weekly pages** and **subject pedagogy critical reflections** have been completed. |  |
| **Journal tasks 5-8** completed |  |
| Uploaded two **Learning Observation Records** per week |  |
| **Subject knowledge tracker** updated |  |
| **Professional Enquiry** assignment discussed |  |

|  |
| --- |
| Notes from PRM 3: |
|  |

## **Progress Review Meeting 4 - Agenda (April)**

In preparation for this tutorial, please:

* Submit via Moodle your **School Mid-point review for assessment phase 2** (as completed by your Subject Mentor)
* Highlight in **blue** on your BCU tracker, the relevant descriptors for each sub-standard to reflect a ‘best fit’ approach judgement based on your Mid-point review.
* Ensure that your **Progress Journal** is up-to-date and available for discussion.
* Prepare 9 pieces of **selected evidence** (one for each Teachers’ Standard, including part 2) to present in your Progress Review Meeting that demonstrate your achievement of the Teachers’ Standards and support the progress shown on your BCU tracker. Your evidence can be stored in your One Drive and the link shared with your tutor.
* Ensure that you have been uploading two **Learning Observation Records** per week to your One Drive.
* Update your **subject knowledge tracker**.
* Confirm to your tutor that you have submitted your EDU7343 Professional Enquiry assignment.
* Discuss work in progress for the **Subject Pedagogy** assignment. 10% of an assignment can be checked by a tutor for formative assessment purposes during this Progress Review Meeting.

|  |  |
| --- | --- |
| **Item** | **Completed (Y/N)** |
| **Mid-point review for assessment phase 2** uploaded |  |
| BCU Tracker completed with **blue** highlighting of descriptors to reflect current progress. |  |
| **9 pieces of evidence** presented to support the end of placement report and BCU tracker. **Professional discussion** with tutor based around this evidence and to confirm achievements to date. |  |
| Progress Journal **weekly pages** and **subject pedagogy critical reflections** have been completed. |  |
| Uploaded two **Learning Observation Records** per week |  |
| **Subject knowledge tracker** updated |  |
| **Professional Enquiry** assignment submitted |  |
| **Subject Pedagogy** formative feedback and discussion |  |

|  |
| --- |
| Notes from PRM 4: |
|  |

## **Progress Review Meeting 5 - Agenda (June)**

In preparation for this tutorial, please:

* Submit via Moodle your **End of Assessment Phase 2 Report** (as completed by your Subject Mentor)
* Highlight in **green** on your BCU tracker, the relevant descriptors for each sub-standard to reflect a ‘best fit’ approach judgement based on your End of Placement Report.
* Ensure that your **Progress Journal** is up-to-date and available for discussion.
* Prepare 9 pieces of **selected evidence** (one for each Teachers’ Standard, including part 2) to present in your Progress Review Meeting that demonstrate your achievement of the Teachers’ Standards and support the progress shown on your BCU tracker. Your evidence can be stored in your One Drive and the link shared with your tutor.
* Ensure that you have been uploading two **Learning Observation Records** per week to your One Drive
* Update your **subject knowledge tracker**.
* Complete the **End of School Placement Reflection** (at the end of your journal)
* Confirm to your tutor that you have submitted your EDU7346 Subject Pedagogy assignment.

|  |  |
| --- | --- |
| **Item** | **Completed (Y/N)** |
| **End of Assessment Phase 2 Report** uploaded |  |
| BCU Tracker completed with **green** highlighting of descriptors to reflect current progress. |  |
| **9 pieces of evidence** presented to support the end of placement report and BCU tracker. **Professional discussion** with tutor based around this evidence and to confirm achievements to date. |  |
| Progress Journal **weekly pages** and **subject pedagogy critical reflections** have been completed. |  |
| Uploaded two **Learning Observation Records** per week |  |
| **Subject knowledge tracker** updated |  |
| **End of School Placement Reflection** completed |  |
| **Subject Pedagogy** assignment submitted |  |

|  |
| --- |
| Notes from PRM 5: |
|  |

**Subject Pedagogy Critical Reflections**

Attendance at university-based teaching days (whether in person or online) is compulsory and an important part of professional development (TS8d) to develop your subject and curriculum knowledge and your critical understanding of developments in the subject and curriculum areas. It is important that you are able to demonstrate the impact of your learning during training on your own professional development and in your classroom. **This will provide valuable evidence for your Progress Journal.**

At the end of each Subject Pedagogy session, complete a critical reflection by answering the guidance questions. You may find it useful to complete the first box in regards to the required reading prior to each Subject Pedagogy session.

# Critical Reflection 1

|  |  |
| --- | --- |
| Subject Pedagogy session title: |  |
| Date: |  |
| Summarise the key points from the required reading for this session | |
| What were the key learning points for you during this session? | |
| How will you apply your learning from today during your school placement? | |
| Confirmation of attendance (signed by tutor/session leader): | |

# Critical Reflection 2

|  |  |
| --- | --- |
| Subject Pedagogy session title: |  |
| Date: |  |
| Summarise the key points from the required reading for this session | |
| What were the key learning points for you during this session? | |
| How will you apply your learning from today during your school placement? | |
| Confirmation of attendance (signed by tutor/session leader): | |

# Critical Reflection 3

|  |  |
| --- | --- |
| Subject Pedagogy session title: |  |
| Date: |  |
| Summarise the key points from the required reading for this session | |
| What were the key learning points for you during this session? | |
| How will you apply your learning from today during your school placement? | |
| Confirmation of attendance (signed by tutor/session leader): | |

# Critical Reflection 4

|  |  |
| --- | --- |
| Subject Pedagogy session title: |  |
| Date: |  |
| Summarise the key points from the required reading for this session | |
| What were the key learning points for you during this session? | |
| How will you apply your learning from today during your school placement? | |
| Confirmation of attendance (signed by tutor/session leader): | |

# Critical Reflection 5

|  |  |
| --- | --- |
| Subject Pedagogy session title: |  |
| Date: |  |
| Summarise the key points from the required reading for this session | |
| What were the key learning points for you during this session? | |
| How will you apply your learning from today during your school placement? | |
| Confirmation of attendance (signed by tutor/session leader): | |

# Critical Reflection 6

|  |  |
| --- | --- |
| Subject Pedagogy session title: |  |
| Date: |  |
| Summarise the key points from the required reading for this session | |
| What were the key learning points for you during this session? | |
| How will you apply your learning from today during your school placement? | |
| Confirmation of attendance (signed by tutor/session leader): | |

# Critical Reflection 7

|  |  |
| --- | --- |
| Subject Pedagogy session title: |  |
| Date: |  |
| Summarise the key points from the required reading for this session | |
| What were the key learning points for you during this session? | |
| How will you apply your learning from today during your school placement? | |
| Confirmation of attendance (signed by tutor/session leader): | |

# Critical Reflection 8

|  |  |
| --- | --- |
| Subject Pedagogy session title: |  |
| Date: |  |
| Summarise the key points from the required reading for this session | |
| What were the key learning points for you during this session? | |
| How will you apply your learning from today during your school placement? | |
| Confirmation of attendance (signed by tutor/session leader): | |

# Critical Reflection 9

|  |  |
| --- | --- |
| Subject Pedagogy session title: |  |
| Date: |  |
| Summarise the key points from the required reading for this session | |
| What were the key learning points for you during this session? | |
| How will you apply your learning from today during your school placement? | |
| Confirmation of attendance (signed by tutor/session leader): | |

# Critical Reflection 10

|  |  |
| --- | --- |
| Subject Pedagogy session title: |  |
| Date: |  |
| Summarise the key points from the required reading for this session | |
| What were the key learning points for you during this session? | |
| How will you apply your learning from today during your school placement? | |
| Confirmation of attendance (signed by tutor/session leader): | |

# Critical Reflection 11

|  |  |
| --- | --- |
| Subject Pedagogy session title: |  |
| Date: |  |
| Summarise the key points from the required reading for this session | |
| What were the key learning points for you during this session? | |
| How will you apply your learning from today during your school placement? | |
| Confirmation of attendance (signed by tutor/session leader): | |

# Critical Reflection 12

|  |  |
| --- | --- |
| Subject Pedagogy session title: |  |
| Date: |  |
| Summarise the key points from the required reading for this session | |
| What were the key learning points for you during this session? | |
| How will you apply your learning from today during your school placement? | |
| Confirmation of attendance (signed by tutor/session leader): | |

# Critical Reflection 13

|  |  |
| --- | --- |
| Subject Pedagogy session title: |  |
| Date: |  |
| Summarise the key points from the required reading for this session | |
| What were the key learning points for you during this session? | |
| How will you apply your learning from today during your school placement? | |
| Confirmation of attendance (signed by tutor/session leader): | |

# Critical Reflection 14

|  |  |
| --- | --- |
| Subject Pedagogy session title: |  |
| Date: |  |
| Summarise the key points from the required reading for this session | |
| What were the key learning points for you during this session? | |
| How will you apply your learning from today during your school placement? | |
| Confirmation of attendance (signed by tutor/session leader): | |

# Critical Reflection 15

|  |  |
| --- | --- |
| Subject Pedagogy session title: |  |
| Date: |  |
| Summarise the key points from the required reading for this session | |
| What were the key learning points for you during this session? | |
| How will you apply your learning from today during your school placement? | |
| Confirmation of attendance (signed by tutor/session leader): | |

# Critical Reflection 16

|  |  |
| --- | --- |
| Subject Pedagogy session title: |  |
| Date: |  |
| Summarise the key points from the required reading for this session | |
| What were the key learning points for you during this session? | |
| How will you apply your learning from today during your school placement? | |
| Confirmation of attendance (signed by tutor/session leader): | |

**End of Placement Reflection**

*“Reflection deepens learning. The act of reflecting is one which causes us to make sense of what we’ve learned, why we learned it, and how that particular increment of learning took place. Moreover, reflection is about linking one increment of learning to the wider perspective of learning – heading towards seeing the bigger picture. Reflection is equally useful when our learning has been unsuccessful – in such cases indeed reflection can often give us insights into what may have gone wrong with our learning, and how on a future occasion we might avoid now-known pitfalls. Most of all, however, it is increasingly recognised that reflection is an important transferable skill, and is much valued by all around us, in employment, as well as in life in general.”*

*(Race, 2006* <http://escalate.ac.uk/resources/reflection/index.html>*)*

Review your progress with each of the Teachers’ Standard by looking back through the weekly pages of your journal. In the light of the above quotation, reflect on your achievements so far by completing the following reflection pages.

**End of Placement Reflection**

|  |
| --- |
| **S1 Set high expectations which inspire, motivate and challenge pupils**   * establish a safe and stimulating environment for pupils, rooted in mutual respect * set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions * demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. |
|  |
| **Reflection on this Standard**  Outline your achievements against this Standard to date and an indication of how this achievement has been made |
|  |
|  |
| **Next Steps for this Standard and your NQT year** |
| Additional returns to be added once template complete |
|  |

**End of Placement Reflection**

|  |
| --- |
| **S2 Promote good progress and outcomes by pupils**   * be accountable for pupils’ attainment, progress and outcomes * plan teaching to build on pupils’ capabilities and prior knowledge * guide pupils to reflect on the progress they have made and their emerging needs * demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching * encourage pupils to take a responsible and conscientious attitude to their own work and study. |
|  |
| **Reflection on this Standard**  Outline your achievements against this Standard to date and an indication of how this achievement has been made |
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| **Next Steps for this Standard and your NQT year** |
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**End of Placement Reflection**

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| **S3 Demonstrate good subject and curriculum knowledge**   * have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings * demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship * demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject * if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics * if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. |
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| **Reflection on this Standard**  Outline your achievements against this Standard to date and an indication of how this achievement has been made |
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| **Next Steps for this Standard and your NQT year** |
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**End of Placement Reflection**

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| **S4 Plan and teach well-structured lessons**   * impart knowledge and develop understanding through effective use of lesson time * promote a love of learning and children’s intellectual curiosity * set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired * reflect systematically on the effectiveness of lessons and approaches to teaching * contribute to the design and provision of an engaging curriculum within the relevant subject area(s). |
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| **Reflection on this Standard**  Outline your achievements against this Standard to date and an indication of how this achievement has been made |
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| **Next Steps for this Standard and your NQT year** |
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**End of Placement Reflection**

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| **S5 Adapt teaching to respond to the strengths and needs of all pupils**   * know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively * have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these * demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development * have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. |
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| **Reflection on this Standard**  Outline your achievements against this Standard to date and an indication of how this achievement has been made |
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| **Next Steps for this Standard and your NQT year** |
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**End of Placement Reflection**

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| **S6 Make accurate and productive use of assessment**   * know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements * make use of formative and summative assessment to secure pupils’ progress * use relevant data to monitor progress, set targets, and plan subsequent lessons * give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. |
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| **Reflection on this Standard**  Outline your achievements against this Standard to date and an indication of how this achievement has been made |
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| **Next Steps for this Standard and your NQT year** |
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**End of Placement Reflection**

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| **S7 Manage behaviour effectively to ensure a good and safe learning environment**   * have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy * have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly * manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them * maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. |
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| **Reflection on this Standard**  Outline your achievements against this Standard to date and an indication of how this achievement has been made |
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**End of Placement Reflection**

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| **S8 Fulfil wider professional responsibilities**   * make a positive contribution to the wider life and ethos of the school * develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support * deploy support staff effectively * take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues * communicate effectively with parents with regard to pupils’ achievements and well-being. |
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| **Reflection on this Standard**  Outline your achievements against this Standard to date and an indication of how this achievement has been made |
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**End of Placement Reflection**

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| **Part 2 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.   * Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:   + treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position   + having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions   + showing tolerance of and respect for the rights of others   + not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs   + ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law. * Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. * Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. | |
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| **Reflection on this Standard**  Outline your achievements against this Standard to date and an indication of how this achievement has been made | |
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