# **Progress Meeting Record: Secondary PGCE**

**This record confirms the trainee’s formative progress is accurately recorded ahead of calendared meetings with their BCU subject tutor.**

**Date of progress meeting deadline:** Choose an item.

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| --- | --- | --- | --- |
| Trainee | Click or tap here to enter text. | Subject | Choose an item. |
| Subject Mentor | Click or tap here to enter text. | School | Click or tap here to enter text. |
| Today’s date | Click or tap to enter a date. | Professional Mentor | Click or tap here to enter text. |

I confirm that the BCU ITE Curriculum Tracker has been reviewed in weekly Subject Mentor meetings and the following judgements accurately demonstrate the trainee’s progress at this point.

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| 1. **How to use critical enquiry and research informed practice to develop an understanding of effective teaching and learning.**
 | Choose an item. |
| Identified strengths:Click or tap here to enter text.Click or tap here to enter text.Click or tap here to enter text. | Areas to develop:Click or tap here to enter text.Click or tap here to enter text.Click or tap here to enter text. |
| 1. **How classroom practice establishes effective behaviour management using high expectations and awareness of pupils’ well-being.**
 | Choose an item. |
| Identified strengths:Click or tap here to enter text.Click or tap here to enter text.Click or tap here to enter text. | Areas to develop:Click or tap here to enter text.Click or tap here to enter text.Click or tap here to enter text. |
| 1. **How knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn impacts on pupils’ progress and well-being.**
 | Choose an item. |
| Identified strengths:Click or tap here to enter text.Click or tap here to enter text.Click or tap here to enter text. | Areas to develop:Click or tap here to enter text.Click or tap here to enter text.Click or tap here to enter text. |
| 1. **How to plan and assess learning to ensure that all pupils make progress.**
 | Choose an item. |
| Identified strengths:Click or tap here to enter text.Click or tap here to enter text.Click or tap here to enter text. | Areas to develop:Click or tap here to enter text.Click or tap here to enter text.Click or tap here to enter text. |
| 1. **How to implement effective adaptive teaching approaches to support all learners, including SEND and EAL learners.**
 | Choose an item. |
| Identified strengths:Click or tap here to enter text.Click or tap here to enter text.Click or tap here to enter text. | Areas to develop:Click or tap here to enter text.Click or tap here to enter text.Click or tap here to enter text. |
| 1. **How to develop professional behaviour and contribute effectively to the wider life of the school.**
 | Choose an item. |
| Identified strengths:Click or tap here to enter text.Click or tap here to enter text.Click or tap here to enter text. | Areas to develop:Click or tap here to enter text.Click or tap here to enter text.Click or tap here to enter text. |

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| QTS Expectations: State whether the trainee is meeting expectations relating to QTS completion at this point in the training year? |
| PRM1: 7 Feb 2022 | 4 judgements on the BCU ITE Tracker at the Establishing grade | Choose an item. |
| PRM2: 23 May 2022 | All judgements on the BCU ITE Tracker at the Establishing grade | Choose an item. |
| PRM3: 4 July 2022 | All judgements on the BCU ITE Tracker at the Establishing grade | Choose an item. |

Is there a RIT in place for this trainee? Choose an item.

If yes – is the trainee on track to meet RIT targets? Choose an item.

**Signed by Subject Mentor:** Click or tap here to enter text.

Please email this form to the BCU Subject Tutor working with your trainee.