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| --- | --- | --- | --- |
|  | | | |
| Name of Trainee: |  | Subject: |  |
|  | | | |
| School: |  | | |
|  | | | |
| Mentor: |  | BCU Tutor: |  |
|  | | | |

**This review must reflect the trainee’s attainment rather than effort or intention. Nor should it be used as a motivator or an expression of thanks for help given (e.g. after school clubs). Attainment must be accurate and not overstated.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Process to be followed:**   1. Consider the trainee’s attainment to date as reflected in the preceding weekly pages. 2. Based on the highlighted descriptors, summarise attainment in the grid below on a best fit basis 3. Complete the remaining sections and set targets, as appropriate. | | | | |
| *Indicate achievement to date using the descriptors in the tracker*  **Standard** | Tick descriptor achieved to date | | | |
| **EMG**  Emerging | **EST**  Establishing | **EMB**  Embedding | **ENH**  Enhancing |
|  | | | | |
| 1 Set high expectations which inspire, motivate and challenge pupils |  |  |  |  |
|  | | | | |
| 2 Promote good progress and outcomes by pupils |  |  |  |  |
|  | | | | |
| 3 Demonstrate good subject and curriculum knowledge |  |  |  |  |
|  | | | | |
| 4 Plan and teach well-structured lessons |  |  |  |  |
|  | | | | |
| 5 Adapt teaching to respond to the strengths and needs of all pupils |  |  |  |  |
|  | | | | |
| 6 Make accurate and productive use of assessment |  |  |  |  |
|  | | | | |
| 7 Manage behaviour effectively to ensure a good and safe learning environment |  |  |  |  |
|  | | | | |
| 8 Fulfil wider professional responsibilities |  |  |  |  |
|  | | | | |
| Overall attainment at the Mid-point Review |  |  |  |  |
| (Tick to indicate achievement to date) | | | | |
| Pt 2 Personal and Professional Conduct | Achieved: |  | Not yet achieved: |  |

**Mid-Point Review**

|  |  |
| --- | --- |
| Key areas of **strength** to date | **Standards** |
|  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Any areas requiring **attention** to ensure progress in the next part of the placement | | | | | | | |
| **Area and Standard** | **Action required** | | **Success criteria** | | | **Cause for Concern? (Y/N)** | |
|  |  | |  | | |  | |
|  | | | | | | |  |
| In the light of the information above, is the **Rapid Improvement Target** process required to address areas of concern?  (Y/N) | | | | | | |  |
|  | | | | | | |  |
| **Trainee’s Signature:** | |  | | **Mentor’s Signature:** |  | | |
| **Date** | |  | | **Date:** |  | | |