# **Mid-placement Review Meeting Record: PGCE Secondary – Phase 6**

**This record confirms the associate teacher’s formative progress is accurately recorded ahead of calendared meetings with their BCU subject tutor. This document will be completed during a Phase 6 school visit and this document is to be submitted no later than Friday 16th December 2022.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Associate Teacher** |  | **School** |  | **Subject** |  |
| **Subject Mentor** |  | **Professional Mentor** |  | **Date of Review Meeting** |  |

For Associate Teachers to be on track for achieving QTS by the end of the PGCE, they must achieve a minimum of three Curriculum Themes at ‘Working Towards’ at the end of Phase 6. ‘Not yet evidenced’ can be identified for Curriculum Themes where the Associate Teacher is not yet confidently achieving the ‘Working Towards’ formative descriptors on the Assessment Tracker.

|  |  |  |
| --- | --- | --- |
|  | **Progress against BCU Assessment Tracker** | **Areas of strength**  |
| 1. Associate Teacher uses critical enquiry and research informed practice to develop their understanding of effective teaching and learning.
 | Choose an item. | *
 |
| **Areas of development/targets** | **Action points to meet targets** |
| *
 | *
 |
| 1. Associate Teacher’s classroom practice establishes effective behaviour management using high expectations and awareness of pupil wellbeing.
 | **Progress against BCU Assessment Tracker** | **Areas of strength**  |
| Choose an item. | *
 |
| **Areas of development** | **Action points to meet targets** |
| *
 | *
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| 1. Associate Teacher knows more, remembers more and applies subject knowledge and subject specific pedagogy to impact on pupils’ progress.
 | **Progress against BCU Assessment Tracker** | **Areas of strength**  |
| Choose an item. | *
 |
| **Areas of development** | **Action points to meet targets** |
| *
 | *
 |
| 1. Associate Teacher uses knowledge about how pupils learn to plan and assess learning to ensure that all pupils make progress.
 | **Progress against BCU Assessment Tracker** | **Areas of strength**  |
| Choose an item. | *
 |
| **Areas of development** | **Action points to meet targets** |
| *
 | *
 |
| 1. Associate Teacher implements effective adaptive teaching approaches to meet all learners’ needs, including SEND (Special Educational Needs and Disability) and EAL (English as an Additional Language learners).
 | **Progress against BCU Assessment Tracker** | **Areas of strength**  |
| Choose an item. | *
 |
| **Areas of development** | **Action points to meet targets** |
| *
 | *
 |
| 1. Associate Teacher demonstrates professional behaviours and contributes effectively to the wider life of the school.
 | **Progress against BCU Assessment Tracker** | **Areas of strength**  |
| Choose an item. | *
 |
| **Areas of development** | **Action points to meet targets** |
| *
 | *
 |

Is there a RIT in place for the associate teacher? Choose an item.

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

Number of half days absent from placement:

I confirm that the BCU ITE Curriculum Map has been reviewed in weekly mentor meetings and the following formative judgements accurately demonstrate the associate teacher’s progress at this point.

**Signed by Subject Mentor:**

*Please email this form to the BCU University Tutor working with your Associate Teacher.*