 Liverpool John Moores University Faculty of Arts, Professional and Social Studies

**PGCE Primary 3-7 (FS/KS 1) School Direct Salaried Route**

**[END Term 2]**

**PLACEMENT EXPERIENCE REVIEW FORM**

**CONSOLIDATING AND DEVELOPING TEACHING AND LEARNING**

***NB: Pink shaded areas on this document emphasise a critical situation that needs attention.***

*When completing this document electronically please put your cursor into the grey shaded area to start typing.*

To check the boxes –double click (left) the square then ensure “default value” = checked. OK

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| **Name of ITT Mentor completing the review form:** | | | | |  | | |
| **Name of Professional Mentor** | |  | | | | **Date** |  |
| **Trainee Name:** | | | | | **School/Establishment:** | | |
| **Main** **Class/Year Group taught:** |  | | **KS** |  |

**Indicate Number of days**

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| **Attendance** | **No. of days:** |  | **Out of a possible number of days:** |  |

**Tick appropriate box**

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| **Punctuality** | **Good** |  | **Satisfactory** |  | **Unsatisfactory** |  |

**Tick appropriate boxes**

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| **Pastoral role** |  | **Staff Meetings** |  | **School CPD** |  | **Meeting parents** |  |

**Please make an overall judgement of the Trainee’s attainment at the End of Term 2. Select ONE box only.**

To check the box –double click (left) the square then ensure “default value” = checked. OK

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| **Has shown the ability to cope with the teaching expectations for this phase. Is currently on track to achieve QTS by the end of the programme.** |  | **Some concern[[1]](#footnote-1)**  **Needs ASF [[2]](#footnote-2)**  **(see below)** |  | **Fail** |  |

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| **If there are concerns, please identify them below, or why the ASF is needed/ in place.**  **Please link concerns to the relevant Teachers’ Standard(s).** |
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| **Has the Trainee already been placed ‘on an intervention action plan’ as part of the Additional Support Framework and been provided with clear targets to support their progress?** | **YES** |  | **NO** |  |

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| **Expectations for the Phase of Training - Consolidating and Developing Teaching and Learning:** | | |
| **S1: Set High Expectations which inspire, motivate and challenge** | | |
| **ON TRACK TO MEET THIS STANDARD** | **FURTHER EVIDENCE REQUIRED** | |
| *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 behaviours which are expected of pupils.* | | |
| **Strengths so far** | | **Specific Areas for Development for the next part of the phase** |
| **S2: Promote good progress and outcomes by pupils** | | |
| **ON TRACK TO MEET THIS STANDARD** | **FURTHER EVIDENCE REQUIRED** | |
| *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.* | | |
| **Strengths so far** | | **Specific Areas for Development for the next part of the phase** |
| **S3: Demonstrate good subject and curriculum knowledge** | | |
| **ON TRACK TO MEET THIS STANDARD** | **FURTHER EVIDENCE REQUIRED** | |
| *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 mathematics, demonstrate a clear understanding of appropriate teaching strategies* | | |
| **Strengths so far** | | **Specific Areas for Development for the next part of the phase** |

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| **PRIME AREAS OF LEARNING** |  |
| * **Communication and Language** | **MET  NOT YET MET** |

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| * **Personal, Social and Emotional Development** | **MET  NOT YET MET** |

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| * **Physical Development** | **MET  NOT YET MET** |

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| **SPECIFIC AREAS OF LEARNING** |  |
| * **Early Mathematics** | **MET  NOT YET MET** |
| * **Literacy (Reading (Phonics) and Writing)** | **MET  NOT YET MET** |
| * **Understanding the World** | **MET  NOT YET MET** |
| * **Expressive Arts and Design** | **MET  NOT YET MET** |

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| **S4: Plan and Teach well-structured lessons** | | |
| **ON TRACK TO MEET THIS STANDARD** | | **FURTHER EVIDENCE REQUIRED** |
| *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 areas* | | |
| **Strengths so far** | **Specific Areas for Development for the next part of the phase** | |
| **S5: Adapt teaching to respond to strengths and needs** | | |
| **ON TRACK TO MEET THIS STANDARD** | | **FURTHER EVIDENCE REQUIRED** |
| *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.* | | |
| **Strengths so far** | **Specific Areas for Development for the next part of the phase** | |
| **S6: Make accurate and productive use of assessment** | | |
| **ON TRACK TO MEET THIS STANDARD** | | **FURTHER EVIDENCE REQUIRED** |
| *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* | | |
| **Strengths so far** | **Specific Areas for Development for the next part of the phase** | |
| **S7: Manage behaviour effectively to ensure a good safe learning environment** | | |
| **ON TRACK TO MEET THIS STANDARD** | | **FURTHER EVIDENCE REQUIRED** |
| *have clear rules and routines for behaviour in the classroom, and take responsibility for promoting good and courteous behaviour in the classroom and around the school, in accordance with the school’s behaviour policy; have high expectations of behaviour and establish a framework for discipline, consistently and fairly, 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, exercising appropriate authority, and acts decisively when necessary* | | |
| **Strengths so far** | **Specific Areas for Development for the next part of the phase** | |
| **S8: Fulfil Wider Professional Responsibilities** | | |
| **ON TRACK TO MEET THIS STANDARD** | | **FURTHER EVIDENCE REQUIRED** |
| *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.* | | |
| **Strengths so far** | **Specific Areas for Development for the next part of the phase** | |

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| **P2 : Personal and Professional Conduct (refer to Part 2 Teachers’ Standards)** | | | | | |
| P2i | Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school | **YES** |  | **NO** |  |
| P2ii | Teachers must have a proper and professional regard for the ethos, policies and practices of the school in which they teach | **YES** |  | **NO** |  |
| P2iii | Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities | **YES** |  | **NO** |  |
| **If NO, please state the reasons clearly below:** | | | | | |

**Indicate 3 Key Areas of Strength and 3 Specific Areas for Development for the next part of the phase.**

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| **Justify 3 Key Strengths based on evidence**  **CLEARLY LINKED TO THE TEACHERS’ STANDARDS** | **3 Specific Areas for Development**  **CLEARLY LINKED TO THE TEACHERS’ STANDARDS** |
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| **Trainee Comment:** |
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**Completing this document confirms that the ITT Mentor has looked at the trainee evidence, identified in the LJMU ITT Tracker, to make any judgements.**

**Trainee MUST scan and upload document in full to Abyasa in order to be recommended for QTS at the end of the programme. The trainee MUST send a copy of the completed form to their LJMU Liaison Tutor and personal tutor.**

1. To be monitored by LT/PT [↑](#footnote-ref-1)
2. ASF= Additional Support Framework (Section A of website) [↑](#footnote-ref-2)