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

**PGCE/DE Primary 3 – 7 (FS/KS1) [Phase 1]**

**PLACEMENT EXPERIENCE REVIEW FORM PHASE 1**

**ORIENTATION and BEGINNING TEACHING and LEARNING**

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

**Indicate Number of days**

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

**Tick appropriate box**

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

**Before Completing this form, please read the following:**

**Phase 1 Expectations:**

The ITE curriculum in Phase 1 focuses on the foundational knowledge student teachers need, with a particular focus in induction on the professional values, responsibilities, and statutory duties of teachers (including child protection.)

The Phase 1 curriculum includes principles for effective classroom management; an understanding of how pupils learn and its impact on lesson design and the auditing and development of appropriate subject knowledge.

During Phase 1 all student teachers will be engaged in team teaching, teaching parts of lessons and some solo lessons (appropriate to programme requirements) under the guidance of the ITT Mentor or classroom teacher. This provides opportunities to practise emerging skills.

They should be responding to advice and feedback and be able to evaluate and reflect, so that they improve their understanding and practice.

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| **Summary of experiences and learning gained during Phase 1:** |
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| **Comment on the student teacher’s progress during Phase 1:** |
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| **Comment on the impact that the Early Reading ITAP has had so far on the student teacher’s practice:** |
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| **P2: Personal and Professional Conduct** | | | | | |
| 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:** | | | | | |

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| **Student teacher comment (optional):** |
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| --- | --- | --- | --- | --- | --- | --- |
| **Overall status at the end of Phase 1** | **Progress into Phase 2** |  | **ASF in Phase 2** |  | **Fail** |  |
| **\* If you feel there are significant concerns at this early stage, and the student teacher needs to be placed on an intervention action plan/Additional Support Framework in Phase 2, please indicate the specific areas of concern here and inform your LJMU Liaison Tutor:** | | | | | | |

**Indicate 3 key areas of strength and 3 specific areas for development for Phase 2. Refer to the Mentor Curriculum Guide and weekly discussions to identify suitable foci.**

|  |  |
| --- | --- |
| **3 key strengths so far:** | **3 specific areas for development:** |
|  |  |

**The student teacher MUST upload their review form to their QTS file and send a copy of the completed form to their LJMU Liaison Tutor/Personal Tutor.**