Placement 1 Review 1

This is an example drawn together from comments made on previous reviews 1. Administrative boxes/trainee comment boxes have been removed for ease of reading purposes.

If the trainee has not been teaching a 50%-60% timetable, please explain why this is the case in the box below:

*There have been some extenuating circumstances that he has had to contend with and as such his ability to assimilate this full 50% timetable have been affected. There are plans for his timetable to increase with agreement from the trainee and the University. It is anticipated that he will be working at 50% next week and looking to increase further from there.*

**REFLECTIVE SECTION**

In this section, the trainee and mentor are invited to offer their reflections and formative comments on the trainee’s progress so far.​​​​​​​

**PLEASE COMMENT ON THE EARLY PROGRESS DURING THE FIRST PART OF PLACEMENT 2.**

You may wish to comment on the following:

Transition from Placement 1 into Placement 2 and settling  into Placement 2
Responding to new expectations and managing an increase in workload
Responding to advice and feedback
Developing classroom practice
Quality of reflective practice

Mentor comments

*Xxxx has settled in well, making a good transition from placement 1. He is reflecting more on his practice, discussing resources, lesson and medium term plans with host teachers and acting upon advice and feedback from colleagues, both before and after delivering lessons. Xxxx has had some extenuating circumstances which resulted in some time away from school and a reduction in his available time for planning and marking. Despite this, he has worked well and professionally to minimise its impact and has risen to the increase in workload and challenge.
Xxxx has thought carefully about how topics link together and the order of delivery to ensure that progress has been made by his students over sequences of lessons. Whilst not all lesson plans have been written down in advance, they are increasingly well thought out, considering possible misconceptions and Xxxx has made sure to discuss his plans with host teachers well in advance of lessons. He has adapted his plans and the structure of his lessons accordingly, responding well to advice and feedback.
Xxxx continues to grow in confidence, but is still working on giving consistently clear instructions and ensuring that he always uses clear indicators to show students that she needs their attention. Xxxx continues to work towards his weekly development targets, showing a greater awareness of behaviour management techniques since his extra training and is now implementing these within lessons. He is now ensuring appropriate pace during most lessons, promoting good progress and outcomes by students.
Xxxx has taken the opportunity to gain more A Level teaching experience, teaching them worded logarithm problems and working with them in lessons to both support them and further develop his own subject knowledge and understanding of exam style questions.*

**FORMATIVE DEVELOPMENT SECTION**

In this section, the trainee and mentor are invited to offer their reflections and formative, detailed comments on the trainee’s progress so far against the focus of Placement 2 Block 1 – CCF3, CCF5, CCF8 and Part II of the Teachers’ Standards.

CCF3 - Subject Knowledge
CCF5 - Adaptive Teaching
CCF8 - Professional Behaviours
TS Part II - Personal and Professional Conduct

You are asked to comment as follows:
on CCF3, CCF5, CCF8 and Part II of the Teachers’ Standards development in depth
on progress since Reviews 1 and 2 in relation to CCF1, CCF 2,  CCF4, CCF 6, and CCF7 in brief
This document contains a summary of the “Learn how to…” statements. The full CCF document can be found [here](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core_content_framework_.pdf).

You may find it helpful to refer to the 'Pupil Progress Prompt Sheets'.

**CCF3: TRAINEES ARE EXPECTED TO DEMONSTRATE SUBJECT & CURRICULUM KNOWLEDGE IN THEIR TEACHING BY:**

1. Providing opportunity for all pupils to learn and master essential concepts, knowledge, skills and principles of the subject.
2. Making use of powerful analogies, illustrations, examples, explanations and demonstrations
3. Using resources and materials aligned with the school curriculum (e.g. textbooks or shared resources designed by expert colleagues that carefully sequence content)
4. Showing awareness of pupils’ common misconceptions
5. Drawing explicit links between new content and the core concepts and principles in the subject
6. Providing tasks that support pupils to learn key ideas securely (e.g. low stakes quizzing)
7. Ensuring pupils have relevant domain-specific knowledge, especially when being asked to think critically with a subject

Mentor comments on CCF3

"Currently, you are/you have..."
"Your next step is to..."

You have developed your understanding of the curriculum by drawing on the effective use of the NCETM materials on Representations and Structures to construct useful diagrams, particularly in the teaching of adding fractions.

You have used the strategy of conceptual variation; standard, non-standard and non-example to really establish understanding of numbers in standard form. This was very effective and I recommend you use this approach more broadly.

You have begun to link examples from across the maths curriculum in order to sequence learning, for example using algebraic terms for lengths and widths in a lesson on area. This lesson on area was further enhanced by your demonstration that involved using the department 2D shapes resource.

Your mathematical modelling and use of diagrams has really improved; they have greater clarity and your accompanying narrative concentrates on one key idea at a time. This could be developed further with prompts such as ‘what is different about this one?’ ‘how does a “negative” affect the answer?’. This would be a good launch point for encouraging more critical thinking in your pupils as you could then, for example, compare different approaches and strategies to build mathematical efficiency and fluency.

You have shown excellent mathematical knowledge and have drawn on this knowledge to give rich context to his lessons, for example drawing on the origins of ‘completing the square’. You are clear and explicit about the mathematical skills being learnt and are now allocating a more appropriate amount of lesson time for these to be learnt. It would be good to see more time now allocated for these to be ‘mastered’ perhaps through retrieval tasks or applying this in unfamiliar contexts.

**CCF5: ADAPTIVE TEACHING**

1. Identifying pupils who need new content further broken down
2. Making use of formative assessment
3. Making effective use of teaching assistants and other adults in the classroom
4. Making use of well-designed resources (e.g. textbooks)
5. Planning to connect new content with pupils’ existing knowledge or providing additional pre-teaching if pupils lack critical knowledge)
6. Building in additional practice or removing unnecessary expositions
7. Reframing questions to provide greater scaffolding or greater stretch.
8. Applying high expectations to all groups and ensuring all pupils have access to a rich curriculum.

Mentor comments on CCF5

This could take the form of
"Currently, you are/you have..."
"Your next step is to..."

*You are currently making good use of formative assessment to develop your teaching. In lessons you regularly use a range of AfL techniques to inform the pace and direction of the lesson. From this information you are well practised in deciding whether all students are ready to move on, to work independently, or whether to work more closely with a small number of students.*

*You should look at how you can continue to adapt the way in which you teach and plan lessons for lower attaining classes and consider how they might differ from other lessons you teach to other classes within that same key stage.*

*You plan your lesson flexibly and aim to include time for additional examples or additional practice. You try to include lots of opportunities for discussion and apply a mastery style approach but this needs to be developed when trying to reach the same outcomes for all students. You could do this by spending some time observing these classes across different subjects and having discussions with teachers about particular activities or ways in which they approach those lessons. You could also observe classes of mirroring attainment but in different year groups to gain a deeper understanding of how other members of the department adapt their lessons, reframe their questions and draw on a variety of approaches to try and achieve the same expectations across the year group. To support this, attending any CPD sessions, or academy run sessions, which look at applying a mastery style approach will help you to understand the varying stages of teaching for understanding and how it can be built up through a theme or unit.*

*You aware of the importance of scaffolding and frequently plan suitable scaffolds in your questions. Your next step is to be more attune to when these scaffolds can be removed, for example when students no longer need to draw full diagrams but can move to a generalised approach.*

**CCF8: TRAINEES ARE EXPECTED TO DEMONSTRATE PROFESSIONAL BEHAVIOURS BY:**

1. Strengthening pedagogical and subject knowledge by participating in wider networks
2. Learning to extend subject and pedagogic knowledge as part of the lesson preparation process
3. Seeking challenge, feedback and critique from mentors and other colleagues in an open trusting working environment
4. Reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement
5. Engaging critically with research and using evidence to critique practice
6. Contributing positively to the wider school culture and developing a feeling of shared responsibility for improving the lives of pupils within the school (e.g. by supporting expert colleagues with their pastoral responsibilities, such as careers advice).
7. Knowing who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report
8. Preparing teaching assistants for lessons under supervision of expert colleagues
9. Collaborating with colleagues to share the load of planning and preparation and making use of shared resources (e.g. textbooks).

Mentor comments on CCF8

This could take the form of
"Currently, you are/you have..."
"Your next step is to..."

*You have sought to extend your professional knowledge by joining the ATM and attending the online workshops that they offer. Look out for an opportunity to engage with a workshop specifically on teaching maths to EAL pupils.*

*You engage well with relevant reading and come to mentor meetings with questions and ideas to explore, informed by podcast/reading; Craig Barton and the ATM publications for example. You respond well to feedback/ideas you have read and your host teachers often say that they can see you putting strategies that have been suggested into practice in the next lesson.*

*You have spoken to the safeguarding lead and have a strong understanding of your responsibilities in this area. You are working with a form group and are clearly invested in this pastoral role. Your next step is to assume more responsibility for this, and take a leading role in form time.*

*During the next block it would be good to see you make a contribution to department meetings by, for example, sharing a resource. You will also get the opportunity to contribute at Year 10 and 12 parent’s evenings. You have helped out at Maths club each week which runs after school on a Tuesday, you have attended both departmental and whole school teaching and learning meetings and have also helped run the Drama and Guitar PDA sessions after school on a Thursday.*

*You have worked with a year 7 form group and have helped them in preparing their assembly; you have delivered collective worship during form time and have been involved with PSHCE, the most recent session being centred around British Values.*

*You have considered how you would communicate with and deploy a TA in a lesson. This could be further developed by more consistently planning actions and activities for a TA and making use of your host teachers to rehearse this in lessons where you don’t have a TA.*

**PART TWO OF TEACHERS’ STANDARDS: PERSONAL AND PROFESSIONAL CONDUCT**

The full Teachers’ Standards document can be viewed [here](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1040274/Teachers__Standards_Dec_2021.pdf):

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.
Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

* treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position
* having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions
* showing tolerance of and respect for the rights of others
* not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
* ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.
* Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
* Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Mentor comments on personal and professional conduct

*You continue to demonstrate high standards of personal and professional conduct. You share resources and ideas and uphold positive professional relationships. You have maintained a fairly good standard of attendance despite extenuating circumstances and have not let them impact on the quality of your teaching. You have shown clear awareness of and adherence to the policies and practices within school. You have contributed to the wider life of the school through his support with the UK Mathematics Trust inter-house team challenge, running of Sumdog club on Tuesday and Thursday lunchtimes and attendance at both year 10 and 8 parents’ evenings.*

**BRIEF COMMENTS ON THE OTHER CCF THEMES
CCF1, CCF2, CCF4, CCF6  AND CCF7**

Mentors brief comments on CCF1, CCF2, CCF4, CCF6 and CCF7

This could take the form of
"Currently, you are/you have..."

*You are supporting students more effectively when they give incorrect answers or are ‘stuck’ by using positive language and creating a safe environment for mistakes to be explored. This could be further enhanced by the use of mathematical problem solving stem sentences for example ‘could we draw a diagram?’ ‘have we seen an equation like this before?’ for example. (CCF1)*

*You have made progress from your previous review in addressing the balance of your lessons. You initially had a tendency to deliver long explanations which restricted the amount of time available for practice. Consider now how you can develop this further by including retrieval practice time in your lessons (CCF2)*

*It would be good to see more time ‘protected’ in the lesson planning process for pupils to be able to practise and consolidate their learning. This could then be further made use of by pupils to discuss their ideas and them having time to consider more challenging examples and develop problem solving skills. (CCF4)*

*You have made use of written assessments to analyse pupil progress and look for common areas to improve. These are then developed immediately in the next lesson. You have also used this information effectively in order to evaluate her teaching and use of resources. (CCF6)*

*You acknowledged the challenge in your previous review of establishing routines and expectations in a new department. You have been attentive to this and successues; you are developing effective routines for your lessons such as a specific structure and consistent board layout. This is leading to your instructions becoming more specific and sequential. It would be good to see you more routinely offer praise and rewards in line with the school policy.*

**MENTOR SECTION**

Please indicate the progress the trainee has made against the CCF, optional comments can be made in the box below

|  | **Understanding and application of CCF is emerging** | **Understanding and application of CCF is being developed ​​​​​​​** | **Understanding and application of CCF is embedded into practice ​​​​​​​** | **Understanding and application of CCF is excelling** |
| --- | --- | --- | --- | --- |
| **CCF1: High Expectations** | Understanding and application of CCF is **emerging** | Understanding and application of CCF is being **developed ​​​​​​​** | Understanding and application of CCF is **embedded** into practice ​​​​​​​ | Understanding and application of CCF is **excelling** |
| **CCF2: How Pupils Learn** | Understanding and application of CCF is **emerging** | Understanding and application of CCF is being **developed ​​​​​​​** | Understanding and application of CCF is **embedded** into practice ​​​​​​​ | Understanding and application of CCF is **excelling** |
| **CCF3:** **Subject and Curriculum** | Understanding and application of CCF is **emerging** | Understanding and application of CCF is being **developed** ​​​​​​​ | Understanding and application of CCF is **embedded** into practice ​​​​​​​ | Understanding and application of CCF is **excelling** |
| **CCF4:** **Classroom** **Practice** | Understanding and application of CCF is **emerging** | Understanding and application of CCF is being **developed ​​​​​​​** | Understanding and application of CCF is **embedded**into practice ​​​​​​​ | Understanding and application of CCF is **excelling** |
| **CCF5:** **Adaptive** **Teaching** | Understanding and application of CCF is **emerging** | Understanding and application of CCF is being **developed** ​​​​​​​ | Understanding and application of CCF is **embedded** into practice ​​​​​​​ | Understanding and application of CCF is **excelling** |
| **CCF6:** **Assessment** | Understanding and application of CCF is **emerging** | Understanding and application of CCF is being **developed** ​​​​​​​ | Understanding and application of CCF is **embedded** into practice ​​​​​​​ | Understanding and application of CCF is **excelling** |
| **CCF7:** **Managing** **Behaviour** | Understanding and application of CCF is **emerging** | Understanding and application of CCF is being **developed ​​​​​​​** | Understanding and application of CCF is **embedded**into practice ​​​​​​​ | Understanding and application of CCF is **excelling** |
| **CCF8:** **Professional Behaviours** | Understanding and application of CCF is **emerging** | ​​​​​​​Understanding and application of CCF is being **developed ​​​​​​​** | Understanding and application of CCF is **embedded**into practice ​​​​​​​ | Understanding and application of CCF is **excelling** |

Optional comments on the CCF grid above:

e.g is the trainee showing embedded understanding of CCF areas? Is the trainee starting to consistently embed and apply any specific CCF understanding in practice? Are there any areas of the CCF that need specific focus?

*CCF5 is an area where Xxxx’s practice is less well developed. She has a tendency to wish to follow her lesson plan as written where it would be more appropriate to stop and look at an additional example. This needs specific focus going into the final block.*

Please comment briefly whether the evidence suggests, at this stage, that the trainee is on a trajectory towards meeting the Teachers’ Standards by the end of their ITT year:

*If Xxxx continues to make progress targets as he has done so far he is on a trajectory towards meeting the Standards by the end of the year.*

*Overall there has been good progress made by Xxxx in areas of planning and organisation however there are still concerns regarding adopting routines that would establish positive behaviour for learning in her maths lessons. This may be a barrier to her overall trajectory.*

Please note clearly any concerns you have at this stage of training:

*\*Make clear here any areas that may hold the trainee back from being recommended for QTS at the end of the course*

**TARGET SECTION​​​​​​​**

In discussion with your trainee, please agree three development targets (linked to CCF) and suggest concrete actions the trainee can take to help achieve them.

Target 1: Should be subject specific

*Target: Develop further your understanding of the barriers to learning maths and how you can support this in the classroom. For example, mathematical misconceptions, maths anxiety and the question "when will I ever need this"*

*Actions: Before starting on a topic, read the non-statutory guidance, or look at the NCETM website, to raise your awareness of possible misconceptions. For each misconception consider a diagram, a representation or a manipulative you could use to support the understanding of that piece of learning. When planning, consider "why this? why now?" for each activity so that each has a purpose in supporting the learning. Look for opportunities for pupils to be successful and reward this accordingly. Be prepared for, and actively encourage, the question "when will I ever need this" and consider the value of each piece of learning - often there isn't a direct and genuine context but there are still valuable skills in problem solving, logical thinking and reasoning.*

Target 2: Should be related to general teaching and learning

*Target:*

*Ensuring pace and focus within lessons continues until the end.*

*Actions:*

* *Continue to consider in lesson plans where transition points in lessons will happen and how to vary activities to maintain engagement.*
* *Reflect on the amount of time given in each lesson for pupils to practise the key ideas.*
* *Consider using ‘procedural variation’ to focus on one key learning point at a time.*

Target 3: Should build on an emerging trainee strength

*Target:*

*Building on your enjoyment of problem solving, consider the use of investigative tasks in maths to further independence and discovery.*

*Actions:*

* *Look at possible investigative activities relating to schemes of work.*
* *Look at the NRich website and Malcolm Swan’s tasks.*
* *Support pupils with an investigation task or mini project in at least one class.*
* *Reflect on the learning of students and how/how well you enabled this*