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.

The University of York ITT Partnership expectation is that in Placement 2, trainees on full placements will have been solo teaching at least 50%-60% of a qualified teacher’s weekly timetable and have up to 20% additional contact time (e.g. attached to a small group as a TA; providing intervention/additional tuition/coaching for struggling pupils or enrichment for the most able pupils etc).

Please indicate clearly:

The percentage of weekly solo teaching (in their main or other subjects) the trainee has been responsible for by the end of Placement 2 (should be at least 50%-60%).

Describe briefly what else the trainee has done to increase their weekly contact time by up to a further 20% (taking the trainee timetable up to 70-80%)

​​​​​​​*Xxxx has taken full responsibility for 4 classes. This is an allocation of 14 hours per week, 64% of a qualified teacher’s timetable (22 hours a week). Additionally, he has worked with a year 11 and year 12 class, providing one-to-one or small group support for between 2 and 4 hours a week (9-18% of a qualified teacher’s timetable). This increases his contact time to an average of around 78% of a qualified teacher’s timetable.*

**REFLECTIVE SECTION**

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

**REFERRING BACK TO REVIEW 3, PLEASE COMMENT ON GENERAL PROGRESS DURING THE SECOND PART OF PLACEMENT 2.**

You may wish to comment on the following things

* Responding to advice and feedback
* Progress towards weekly targets
* Progress towards review 3 targets
* Responding to increased challenge of this block
* Developing effective working habits

Mentor

*Xxxx has been proactive in developing his own practice as a proficient maths teacher by frequently seeking guidance from host teachers when planning and delivering lessons (TS8). This has allowed him to plan and teach well-structured lessons across a range of abilities (TS4). Xxxx has had a leading role in weekly mentor meetings, bringing a plan for the development of targets during these meetings and being the driver behind his development. Following review 3, he has demonstrated a greater understanding of the importance of implementing a behaviour system in line with school policy and is aware that it is essential to continue to develop classroom management techniques in order to maintain student focus and promote excellent progress (TS7). Xxxx has responded well to new challenges regarding planning and delivering aspects of both the A Level Maths course and the Year 9 PSHCE scheme of work (TS3/TS4). He has also provided support for these teaching groups alongside their usual class teachers.*

**MENTOR SECTION**

Making reference to the Teachers’ Standards, in what ways and how well has the trainee’s teaching impacted upon pupils’ learning and progress in Placement 2? You may find it helpful to refer to the “Pupil Progress Prompt Sheets”

*Xxxx continued to set high expectations and maintained a safe learning environment in the second part of his placement. He has developed a good rapport with students, meaning that many students respond positively when given instructions and are willing to actively participate in class discussions or answer questions (TS1/TS7). Xxxx has further developed his teaching practice by providing regular written feedback, in line with departmental policy, in order to highlight students’ strengths and areas requiring improvement. He has allowed and planned for dedicated improvement time where students are able to respond to feedback and make appropriate corrections in order to make progress (TS2/TS6). Xxxx has demonstrated that he is able to use effective questioning techniques to check understanding and guide students to make progress. He appreciates that he could further develop consistently using questioning as a tool for assessment for learning (TS2). Xxxx has demonstrated the subject and curriculum knowledge required for his teaching groups. He realises the importance of continuing to develop his subject knowledge, particularly concerning more complex concepts and how to approach explanations of these concepts (TS3). Xxxx has continued to teach adaptively, appropriately using practice, challenge and extension tasks which has provided the opportunity for students to take different routes through the lesson (TS5).*

*Example 2:*

*TS1 – Xxxx has continued to set high expectations and maintained a safe learning environment. Students are willing to actively participate in class discussions or answer questions. Xxxx has high standards for the behaviour he expects from his pupils, rooted in mutual respect. He has also worked with a range of backgrounds and abilities by stretching the top end and supporting weaker students appropriately. Xxxx needs to seek out more interesting activities, to keep his lessons varied and increase motivation.*

*TS2 – Xxxx is accountable for pupils’ progress over a sequence of lessons. Xxxxx plans and uses starter activities to build on prior knowledge from previous lessons and topics. Xxxxx uses the school’s marking policy of “Demonstrate and Connect” which guides pupils to reflect on the progress they have made on a lesson-by-lesson basis. Due to Covid restrictions, this is being done once a week instead of the recommended 80% of lessons. Xxxxx will sometimes give pupils the option of where they want to start on a task, which encourages them to take responsibility for their own work and push themselves appropriately.*

*TS3 – Xxxxx has strong subject and curriculum knowledge in Maths and consistently addresses common misconceptions within lessons as well as pre-empting what misunderstandings which might occur. Xxxxx has been including real GCSE exam-style questions into lessons with Year 9 Set 1 and shows them mark schemes to enforce how important it is to show working out. Xxxxx explains new topics well and will seek advice if he needs new ideas. Xxxxx has been promoting “Word of the Week” during form time, but he needs to work on promoting literacy in the classroom by using comprehension and written tasks and needs to ensure that he supports pupils to ensure that high standards are maintained.*

*TS4 – Xxxxx uses lesson time well and has acted on feedback to improve pace within lessons. Xxxxx is also good at reflecting on his lessons and trying new ideas. Xxxxx could take part in the setting of homework for all his classes but asking his host teachers. Xxxxx’s lessons are well-structured and allow pupils to make good progress. Xxxxx needs to continue to seek out interesting activities, so his lessons are varied, teacher-led time is reduced, and pupil engagement increased.*

*TS5 – Xxxxx differentiates tasks by difficulty in lessons, sometimes giving pupils the option of where to begin which stretches and challenges the high achievers and enables more support for weaker pupils. Xxxxx is working with a struggling SEN student and is adapting his teaching to engage the student and encourage them with lots of praise. Xxxxx provides challenging extension tasks to provide the opportunity for students to take further routes through the lesson.*

*TS6 – Xxxxx understands the curriculum and assessment requirements. Xxxxx uses the school’s marking policy of “Demonstrate and Connect” to give pupils regular feedback and highlight strengths and areas for improvement, which they then respond to in the following lesson in green pen. Xxxxx uses random questioning well to keep pupils engaged and use it to check understanding. He also uses coloured planner pages for quick AfL during lessons. He appreciates that he could further develop questioning as a tool for AfL.*

*TS7 – Xxxxx has clear rules for behaviour in classrooms and encourages a safe learning environment. Xxxxx is working on improving his use of praise and rewards in lessons to get pupils to engage. Xxxxx manages classes effectively and adapts his expectations appropriate to pupils’ individual needs. Xxxxx has a good rapport with students and is improving on his presence in the classroom.*

*TS8 – Xxxxx has participated in weekly CPD sessions and seeks advice and feedback from colleagues to improve teaching. Xxxxx has communicated with parents with regard to behaviour issues and praise. He has been running form time activities as well as promoting Mental Health Awareness Week and is aiming to support the school in break duties and detention duties in the coming weeks.*

Making reference to the Teachers’ Standards (Preamble & Part Two), please comment on the trainee’s Personal and Professional Conduct during Placement 2. If you have any concerns, please ensure they are clearly described in the comment box below. Please note: if there are concerns linked to Personal and Professional Conduct (Preamble and Part 2), the trainee may ultimately be judged to have failed to meet the minimum level of practice expected of teachers as defined in the Teachers’ Standards. The trainee’s progress and performance will be reviewed at the Board of Examiners. ​​​​​​​

### *Xxxx has demonstrated high standards of personal and professional conduct during his placement in school. He has maintained high standards of attendance and implements school policies and practices appropriately. Xxxx has formed professional relationships with both students and staff and has worked collaboratively with members of the Maths department to further develop lesson planning, including creating a variety of resources for lessons. He has readily sought feedback and acted upon the constructive advice given by staff.*

*Example 2*

*Preamble - Xxxxx is accountable for promoting high standards of work. Xxxxx has strong subject knowledge and keeps his skills up to date by reading literature. Xxxxx is good at self-evaluating and picking out his strengths and weaknesses post-teaching. Xxxxx has contacted parents in response to poor behaviour as well as to praise pupils. Xxxxx is working on forging positive professional relationships with colleagues throughout the department. He has readily sought feedback and acted upon the constructive advice given by colleagues.*

*Part 2 - Xxxxx maintains high standards of ethics and behaviour, treating pupils with respect and safeguarding well-being. Xxxxx promotes British values and has professional regard for the school's Core Values and implements other policies. Xxxxx has low attendance in Placement 2.*

Please assess below as to whether the trainee has demonstrated appropriate professional competency with literacy and numeracy to be recommended for QTS: Please add specific comments in the box below if “No” ​​​​​​​



Yes



No

Mentor comments on literacy and numeracy

*Xxxx has considered how to ensure correct pronunciation and spelling in lessons in order to communicate more effectively.*

Teacher Standards Review

The final review is summative in nature and assessed formally against the Teachers’ Standards. Mentors need to indicate clearly for each Teacher Standard if they assess their trainee is demonstrating:

* a **strength in the standard (S)**
* have **met the standard (M)**
* are **working towards the standard (WT)**
* are **below standard (BS)**

|  | **Strength/Exceeding the Standard** | **Met the standard** | **Working Towards the Standard** | **Below Standard** |
| --- | --- | --- | --- | --- |
| TS1: Set high  expectations  which inspire,  motivate and  challenge pupils**.** | **Strength/Exceeding the Standard** ​​​​​​​ | **Met the standard** ​​​​​​​ | **Working Towards the Standard ​​​​​​​** | **Below Standard** ​​​​​​​ |
| **TS2: Promote**  **good**  **progress and**  **outcomes by**  **pupils.** | Strength/Exceeding the Standard ​​​​​​​ | Met the standard ​​​​​​​ | ​​​​​​​Working Towards the Standard ​​​​​​​​​​​​​​ | Below Standard ​​​​​​​ |
| **TS3: Demonstrate**  **good subject**  **and curriculum**  **knowledge.** | Strength/Exceeding the Standard ​​​​​​​ | Met the standard ​​​​​​​ | Working Towards the Standard | Below Standard ​​​​​​​ |
| **TS4; Plan and**  **teach**  **well-structured**  **lessons.** | ​​​​​​​Strength/Exceeding the Standard ​​​​​​​ | Met the standard ​​​​​​​ | Working Towards the Standard ​​​​​​​ | Below Standard ​​​​​​​ |
| **TS5: Adapt**  **teaching to**  **respond to the**  **strengths and**  **needs of all**  **pupils.** | Strength/Exceeding the Standard ​​​​​​​ | Met the standard ​​​​​​​ | ​​​Working Towards the Standard ​​​​​​​ | Below Standard ​​​​​​​ |
| **TS6: Make**  **accurate and**  **productive use of**  **assessment.** | Strength/Exceeding the Standard ​​​​​​​ | Met the standard ​​​​​​​ | Working Towards the Standard ​​​​​​​ | Below Standard ​​​​​​​ |
| **TS7: Manage**  **behaviour**  **effectively to**  **ensure a good and**  **safe learning**  **environment.** | ​​​​​​Strength/Exceeding the Standard ​​​​​​​ | Met the standard ​​​​​​​ | ​​​​​​​​​​​​​​Working Towards the Standard | Below Standard ​​​​​​​ |
| **TS8: Fulfil wider**  **professional duties.** | Strength/Exceeding the Standard ​​​​​​​ | Met the standard ​​​​​​​ | ​​​​​​​Working Towards the Standard | Below Standard ​​​​​​​ |

Explanatory comments if any Standards are judged as WT or BS

Please comment in the box below if you have judged a trainee as WT or BS.

*(TS7, WT)*

### *Xxxx is very close to having met TS7. I am entirely confident that had Xxxx spent a slightly longer time in school this standard would have been met.*

### *As mentioned previously, a significant proportion of Xxxx's Placement 1 was disrupted through illness. Xxxx began Placement 2 having taught around 15-20 in-classroom lessons in total, as a result Xxxx wasn't as equipped as other trainees in previous years may have been to deal with more challenging behavioural situations. Xxxx has made significant progress during this placement in developing his behaviour management strategies. As mentioned above, Xxxx has begun to establish clear routines and expectations of even the more challenging classes that he has taken on during Placement 2.*

### *Xxxx needs to develop these strategies and widen his toolkit when dealing with these challenging students and classes.*

How ready is the trainee is to begin the Early Career Teacher Induction phase?



Ready



Not Ready

If the trainee is not ready, please give further specific details

**\*If the answer to this is ‘not ready’ there should have already been conversations with HG.**

In discussion with your trainee, please list 3 development targets (linked to the Teachers’ Standards) and suggest concrete actions which will support the trainee in their transition to becoming an Early Career Teacher (or in exceptional circumstances to support the trainee on an ITT extension placement). Set one target that builds on an emerging strength/aspect of teaching the trainee enjoys.

​​​​​​​​​​​​​​

​​​​​​​Please comment below and add targets as Target 1, Target 2 and Target 3.

*Target 1: Building on your strong explanations, further develop your subject and curriculum knowledge concerning complex concepts and how to approach explanations of these concepts.*

*Actions:*

* *Identify specific concepts and research different ways in which to approach/ explain/ deliver during the lesson planning stage.*
* *Ask colleagues for advice.*
* *Complete this summer’s papers and read the exam report to see what areas were poorly attempted.*
* *Watch the NCETM teaching videos/read their PD materials particularly approaches to teaching multiplicative reasoning*

*Target 2: Continue to develop confidence in using classroom management techniques in order to prevent low level disruption and increase student engagement*

*Actions:*

* *Apply behaviour management techniques consistently across all lessons in line with school policy.*
* *Use positive behaviour management techniques (questioning/proximity/praise).*
* *Observe more senior colleagues*

*Target 3: Consistently apply Assessment for Learning techniques in order to assess progress during a lesson.*

*Actions:*

* *Use effective questioning consistently to gauge understanding and provide challenge in order to enable good progress.*
* *Continue to incorporate plenary activities at strategic points to allow students to carefully consider their work and to reflect on students’ capabilities in order to plan subsequent lessons*