

2020-21 PGCE Placement 1 Review 1

For completion by the Professional Tutor, School Mentor and Trainee on Pebblepad. The deadline for the review to be completed is Friday 11 December 2020.

# PGCE Placement 1 Review 1

## Part A: School Evaluation

Name of Trainee: X

Subject: English

School:

Subject Mentor:

Professional Tutor:

Date of Review:

Total Possible Number of Days in School:

Number of days absent (illness):

Number of days absent (interview):

Number of days absent (other):

Placement 1 Block 1 absence total:

Professional Tutor’s Comment (optional) on Trainee’s Placement and/or Review :

X has fully participated in the Whole School Issues programme. We have discussed a range of issues this term, including:

·         Classroom management and behaviour for learning.

·         Issues regarding GDPR and safeguarding.

·         Memory and its implications in the classroom.

·         SEND.

·         How we can best support our vulnerable learners.

·         Literacy across the curriculum.

X also attended a whole school training session on Dual Coding. Furthermore, X has been attached to a form group and attended daily registration and weekly PSHCE lessons. X has spent a day shadowing a member of her form and a morning shadowing a TA.

Professional Tutor’s Signature: Date :

### Making reference to the Teachers’ Standards as appropriate, please comment in the box below on the trainee’s early progress, during the first part of Placement 1. e.g. How well has the trainee has settled into their first placement and formed effective professional relationships with colleagues? How well has the trainee reflected upon their early teaching and adapted it accordingly? How well has the trainee responded to advice/feedback? How well has the trainee worked with their weekly development targets? Is the trainee showing early signs of healthy and sustainable working habits?

X is a reflective practitioner who identifies her own strengths and weaknesses adroitly. She recognises when parts of lessons have been less successful and genuinely wants to do her best. Her planning shows evidence of reflection and AFL; this is an excellent foundation for her ongoing practice. X responds thoughtfully and quickly to feedback. She communicates well with mentors, willingly amending lessons if asked to. Although self-critical and unused to the process of lesson critiquing, X has adjusted well to the practice and has come to recognise this as a supportive process. She uses her weekly development targets appropriately and invariably comes up with her own, rather than host teachers generating them for her. In terms of developing sustainable/healthy working habits, X recognises her own stress triggers and understands her working habits. She may need to reduce the amount of detail in her planning, once the number of lessons increases, but I believe she has used her time wisely so far. She is efficient, well organised and her paperwork is impeccably kept. X has had bouts of illness so far but we hope she will be ‘firing on all cylinders’ after Christmas.

### Has the trainee taught at least 8 solo lessons, including one small sequence of 2-3 lessons with one class: Yes

### Making reference to the Teachers’ Standards in what ways and how well is the trainee starting to impact upon pupils’ learning and progress? (You may find it helpful to refer to the “Pupil Progress Prompt Sheets”)

X was a little reserved in the first few weeks of observations here, and took a while to step out from the back of the room. We now realise that this was due to nerves, and X has worked really well at overcoming these. She has a lot of self-awareness and recognises that her confidence improved the more she got involved in delivery and learning. She establishes an environment in which students feel safe, for example in discussing sensitive subjects during tutorial periods.

X promotes good learning. She has an understanding of students’ prior learning and tries to move them forward. She is particularly strong in one-to-one situations and quickly formed excellent relationships with members of the Y8 nurture group.

X’s subject knowledge is good and students see her as an expert. She identifies Language as a weaker area and has benefitted from observing Y12 Language lessons. This will be an ongoing area for X to develop. Her understanding of many of the theoretical elements of pedagogy is good.

X’s planning is very good: thoughtful, detailed, and always submitted in advance. She recognises when she has made less efficient use of lesson time than she might have, and always seeks to improve. She will have more scope for more varied planning after Christmas and it will be good to see her pushing herself to use a wide variety of teaching methods. So far a host teacher reports that she is “extremely well-prepared and knowledgeable.” And, importantly, X enjoys planning – a real positive.

X has a keen eye on differentiation and is keen to develop further strategies in her next block (especially with a tremendously mixed Y10 class). Her resources were described by the Y10 host teacher as “excellent” and her differentiation as “strong.”

It is early days in terms of assessment, though X has done some marking and is aware of our systems / examination mark schemes. As with many things so far, X asks all of the right questions and is keen to do her best.

Classroom management has been sound, although X has felt rather hesitant to apply school’s sanctions systems and has had a few comments about low level chatter in her lessons. This will be an ongoing target.

Though naturally quite shy, X has made a reasonable contribution to the life of the school so far and is keen to do more. She has undergone quite the transformation, after only a small number of weeks in the world of work, noticeably growing in confidence day by day. Hopefully this will only continue as she develops more sustained relationships with staff and students. X has deployed support staff well in her Y10 class.

### Making reference to the Teachers’ Standards (Preamble & Part Two), please comment in the box below on the trainee’s Personal and Professional Conduct:

X’s personal and professional conduct have been sound at all times. Although new to the world of working in a school, X has conducted herself well and she has ‘come out of her shell’ in recent weeks following a quiet start. She is still learning all of the rules of the workplace and adjusting to life in a department, but is definitely moving in the right direction. X has been strong in one-to-one contacts with students from the outset and is growing into the wider role of the teacher, well. She has become involved in the life of the school, not only in all of the staff training sessions she has attended, but also in doing ‘extras’ such as attending charity events, the PTA’s quiz night, literacy intervention and extra lessons with a Y8 nurture group. She has always acted within the expected statutory frameworks.

### Has the trainee demonstrated appropriate professional competency with literacy and numeracy?

### Yes/No (Please comment in the box below if “No”)

Yes

N.B. early on in the placement it became apparent that X’s own understanding of apostrophe usage was not secure. This was particularly important for her to put right as, being an English teacher, it could have undermined her in the eyes of pupils and parents. X was quick to remedy the situation once it was brough to her attention and this is no longer an issue.

It is still rather early in the placement for this, however in the coming weeks X will need to get to grips with analysing class progress data. She has already expressed some hesitancy about her confidence in handling spreadsheets and graphs so this may become an area for her to work on.

### Using the QTS assessment booklet and in discussion with the trainee, please record in the table below the trainee’s progress towards meeting Part One of the Teachers’ Standards where:

### WT = Working Towards Meeting that Standard

### BS = Below Standard

Please note that at this stage of their training it is anticipated:

* the majority of trainees will be working towards (WT) all eight Standards;
* a small number of trainees will have one or more Standards judged to be Below Standard (BS).

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| --- | --- |
| Standards: | WT/BS |
| TS1: Set high expectations which inspire, motivate and challenge pupils. | WT |
| TS2: Promote good progress and outcomes by pupils. | WT |
| TS3: Demonstrate good subject and curriculum knowledge. | WT |
| TS4: Plan and teach well-structured lessons. | WT |
| TS5: Adapt teaching to respond to the strengths and needs of all pupils. | WT |
| TS6: Make accurate and productive use of assessment | BS (insufficient opportunity) |
| TS7: Manage behaviour effectively to ensure a good and safe learning environment. | WT |
| TS8: Fulfil wider professional duties. | WT |

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

All early evidence suggests that X is on a trajectory towards meeting the Standards by the end of this ITT year.

### Please note clearly any concerns, including about professionalism, you have at this stage of training:

No concerns.

### In discussion with your trainee please list 3 development targets (linked to the Teachers’ Standards) and suggest concrete actions the trainee can take to help them achieve these targets. Please note: Set one target that builds on an emerging strength/aspect of teaching the trainee enjoys.

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| Target area: | Actions to achieve targets: |
| Subject Specific:  Improve subject knowledge of English Language, particularly in preparation for teaching some Y12 lessons. | * Take course books and revision guides home for Christmas holidays; * Audit your own skills and work on/improve weaker areas. |
| General Teaching and Learning:  Make greater use of the school’s sanctions and rewards policies to improve classroom management. | * Use school sanctions early and consistently; * Do not speak over students; * Focus on the individual students who are chattering and do not ignore even the smallest of behaviour issues; * Use ‘good comments’ in lessons to publicly reward those students getting things right. |
| General Teaching and Learning:  Improve questioning as you get to know your learners more thoroughly. | * Do not accept answers out of gratitude; push individuals to give you more depth; * Tailor your questioning to specific learners and note down hinge questions/to whom you will target questions, on lesson plans. * Use a greater range of question stems, perhaps:   “tell me about…”  “can you add another layer on to that?”  “can you explain that answer?” etc. |

### Finally, in the box provided below, please suggest particular professional development opportunities the trainee might/should pursue in the second part of Placement 1 to enrich themselves professionally. These may be linked to the targets you have agreed with the trainee or could be wider training opportunities.

Continue to liaise with the TA to hone differentiation strategies with the Y10 class.

Continue lesson observations, focusing on teachers’ body language, use of their voices for different purposes and their management of the physical space. It would be particularly beneficial for you to observe PE teachers and Drama teachers given the challenges of the learning spaces they work in.

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| Signed (Mentor): |  | Date: |  |
| Signed (Trainee): |  | Date: |  |

PART B: Trainee Self-Evaluation

In this section, with reference to the school’s evaluation, summarise and reflect upon the first part of your first teaching placement.

### Please list details of all of your teaching experience on Placement 1 so far (e.g. number of full lessons you have taught, age and ability range of classes, subjects, number of lesson segments - starters, plenaries, team teaching, small group teaching, one-to-one etc).

### In the box provided, please reflect on how actively you have engaged so far with your pastoral role as a form tutor:

### In the box below, reflect on how you have engaged so far with the wider life of the school. (What else have you done beyond your actual subject teaching?)

### In the box below, please comment on a particular highlight, an aspect of your teaching currently which you are enjoying or an aspect of your professional skill set which is emerging as a strength.

### How has your teaching in this part of the placement facilitated pupils’ progress and demonstrated how you are applying your early understanding of each of the Teachers’ Standards? (Please ensure you comment explicitly on all eight of the Teachers’ Standards in Part 1.)

TS1:

TS2:

TS3:

TS4:

TS5:

TS6:

TS7:

TS8:

### During this first phase of your placement, how have you demonstrated personal and professional conduct which reflects the Preamble and Part Two of the Teachers’ Standards?

### Please comment on your functional literacy and numeracy skill development (where applicable):

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### Finally, please reflect in the box below on your mentor’s assessment of your early progress and describe any support (from University or School colleagues) you feel would be of benefit to you which would help you meet development targets.

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| Signed (Trainee): |  | Date: |  |
| Signed (Mentor): |  | Date: |  |

## Appendix: Teachers’ Standards

### Preamble

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

### Part One: Teaching

A teacher must:

#### Set high expectations which inspire, motivate and challenge pupils

* 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 behaviour which are expected of pupils.

#### Promote good progress and outcomes by pupils

* be accountable for attainment, progress and outcomes of the pupils
* be aware of pupils’ capabilities and their prior knowledge and plan teaching to build on these
* 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.

#### Demonstrate good subject and curriculum knowledge

* 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

#### Plan and teach well-structured lessons

* 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 area(s).

#### Adapt teaching to respond to the strengths and needs of all pupils

* 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.

#### Make accurate and productive use of assessment

* 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.

#### Manage behaviour effectively to ensure a good and safe learning environment

* have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy
* have high expectations of behaviour, and establish a framework for discipline 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, exercise appropriate authority, and act decisively when necessary.

#### 8 Fulfil wider professional responsibilities

* 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.

### Part Two: Personal and Professional Conduct

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 of attendance and punctuality.
* Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

# DfE Functional Numeracy and Literacy Skills

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| Before being recommended for QTS, trainees must be able to demonstrate competence in the following areas: | |
| Literacy | Numeracy |
| Speaking, Listening and communicating | Data and Graphs |
| Speaking, listening and communicating are fundamental to a teacher’s role.  Teachers should use:  · standard English grammar  · clear pronunciation and vocabulary relevant to the situation to convey instructions, questions, information, concepts and ideas with clarity. | Teachers should use data and graphs to:  · interpret information  · identify patterns and trends and  · draw appropriate conclusions.  · interpret pupil data  · understand statistics and graphs in the news, academic reports and relevant papers. |
| Reading | Mathematical calculations |
| Teachers should:  · read fluently and with good understanding. | Teachers should be able to complete mathematical calculations fluently with:  · whole numbers  · fractions  · decimals  · percentages |
| Writing | Solving mathematical problems |
| Writing by teachers will be seen by colleagues, pupils and parents and, as such, it is important that a teacher’s writing reflects the high standards of accuracy their professional role demands. They should write:  · clearly  · accurately  · legibly  · coherently  using correct spelling and punctuation. | They should be able to solve mathematical problems using a variety of methods and approaches including:  · estimating and rounding  · sense checking answers  · breaking down problems into simpler steps  · explaining and justifying answers using appropriate language. |