

2020-21 PGCE Placement 2 Review 1

For completion by the Professional Tutor, School Mentor and Trainee on Pebblepad. The deadline for the review to be completed is 26th March 2021.

# PGCE Placement 1 Review 1

## Part A: School Evaluation

## 

Name of Trainee:

Subject:

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 2 Block 1 absence total:

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

Z has attended PGCE training, department meetings and whole-school INSET. In addition to the comments below he has been attached to a tutor group, where he has undertaken many aspects of the role of a form tutor: taking the register, talking to pupils one-to-one, and attending assemblies. He has made a strong transition from Placement 1.

Professional Tutor’s Signature: Date :

### Making reference to the Teachers’ Standards as appropriate, please comment in the box below on the trainee’s progress in the first part of Placement 2. e.g. How well has the trainee settled in and made the transition from Placement 1? How well has the trainee responded to increased challenges and expectations, including the more rapidly increased workload? Is the trainee developing healthy and sustainable working habits? How well has the trainee responded to advice/feedback? How well has the trainee worked with their weekly development targets? How well has the trainee developed their teaching?

TS1. Z has created a safe and stimulating environment for pupils, and certainly models high expectations of positive attitudes, values and behaviour. He sets appropriate goals which are challenging. Pupils respond to him in role and are prepared to try the work he sets.

TS2. Z’s knowledge of the pupils is growing so that he is gaining more of a grasp of their potential attainments. His planning is beginning to incorporate more opportunities for pupils’ reflection, for example with y10 creative writing. He has shared his own writing for this, which has been very interesting for the class. His own reflection reveals his understanding of how pupils learn, and he encourages a conscientious attitude to their study. When he undertakes more assessment this will help him to tighten the assessment-planning-teaching ‘loop’ a little more closely (see TS6)

TS3. Z’s subject knowledge has matched the work he has undertaken thus far, particularly in Writing units. He has attended a department meeting discussing y10 ‘pupil voice’ feedback on creative writing, and following this, has delivered a centrally devised lesson on planning where he elicited individual feedback from students and matched this to pupil voice feedback effectively. He uses targeted questions to ensure responsiveness to a good range of pupils each lesson. He has assisted in an A level Lit class in which he has assisted with Greek mythological allusions in Keats’ poetry.

TS4. Z’s lessons are thoughtfully planned, but sometimes lack pace in the second half, and pupils can drift off task. He is becoming adept at adapting lesson from a scheme of work to fit his own style. He is developing an awareness and ability to ‘step back’ and ‘read the room’ in order to move to the next section of the lesson. He is reflective and thoughtful, and notes students’ responses.

TS5. Z has awareness of factors inhibiting pupils’ learning and is working to remove barriers to learning, and check accessibility for those with additional needs: for example he is considering changing a seating plan to be able to check a student with ASD more unobtrusively. He works carefully one-to-one to gauge how pupils are coping with a task – a real strength.

TS6. Z has marked a set of y10 creative pieces and undertaken DIRT activities based on targets he set. He coming up to midpoint assessments with key stage 3, which will extend his understanding of assessment processes. He has attended training on using data in school.

TS7. Z uses a range of behaviour management techniques such as using names, targeting questions, calling for quiet etc. Z uses praise meaningfully and specifically, and his calm demeanour helps to settle a class.

TS8. Z has attended PGCE meetings, department meetings and staff training on ‘attachment-aware’ teaching. He has responded to staff reading recommendations and enjoys discussing these: it is lovely to see his enthusiasm for reading. He has written in pupil planners and has sat in on y10 parents’ evening which he found very interesting and helpful. Z has taken classes for absent staff with cover teacher support.

### At the time of writing this review, has the trainee been teaching 50% of a qualified teacher’s weekly timetable? Yes

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

N/A

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

Following the department routine to have private reading as ‘bell work’, Z has ensured a literacy focus in each lesson.

Y7 have consolidated knowledge about language through his teaching of the poetry scheme of work lessons.

Y8 are developing their understanding of persuasive writing methods in non-fiction texts

Y9 have been practising persuasive writing methods.

Y10 have developed further understanding of ways to plan and write creatively, for example using methods to ensure cohesion, a range of punctuation and sentence structures, and variation of narrative voice. After Z shared his own writing with them, one pupil has approached him with some personal creative writing to ask for feedback.

Y13 English Literature students have had more one-to-one support in their English Literature lessons, including some valuable input on mythological allusions in Keats’ poetry.

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

Z has settled in fast and picked up the new school routines. He is teaching a y7 ‘nurture’ group, second set y8, year 9 and y10, and supporting within an A level English Lit class. He has attended all meetings and training, and shows interest in all aspects of school. Incredibly organised, he is highly professional and very likeable. Colleagues appreciate his work and his reflective manner: he is concerned to do well. He has attracted positive comments on his careful use of time and management of his workload; sometimes he could mix with the department in the staffroom more often and leave the staff work room! He is an excellent role model generally and a reading role model for pupils in particular.

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

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

Yes

There was a slight literacy issue at the start of the placement where Z was using only capital letters on the whiteboard, however he now uses them only when they are needed such as for proper nouns or to start a sentence which provides a better model of effective literacy for pupils.

Z has supported the development of pupils’ wider numeracy with some interesting analytical work he did with Year 8 pupils on asking them to consider the percentage of opinions and facts in persuasive writing and the frequency of particular linguistic patterns in persuasive speeches.

### Using the QTS assessment booklet, and after discussion with the trainee and consideration of the trainee’s self-assessment, the subject mentor should report in the table below on the trainee’s current ability to meet Part One of the Teachers’ Standards where:

### BS = Below Standard;

### WT = Working Positively Towards Meeting that Standard;

### M = Meeting;

### S = Strength/Exceeding the Standard.

### At this stage of your training, in a new context, it is anticipated:

### a small number of trainees will display one or more strengths (S) against particular Standards;

### the majority of trainees will have a combination of working towards (WT) and meeting (M) the eight Standards;

### a small number of trainees will have received an assessment of Below Standard (BS) in one or more of the Teachers’ Standards.

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

### 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:

Z is on a trajectory towards meeting the Standards by the end of his 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 a strength/aspect of teaching the trainee enjoys.

|  |  |
| --- | --- |
| Target area: | Actions to achieve targets: |
| Subject Specific:  Prepare thoroughly for new KS5 texts and gain a fuller grasp of English Language A level | Read set texts & research contexts & critical viewpoints  Attend Year 12 & 13 observations for Language |
| General Teaching and Learning:  **Tighten pace and engagement in the second half of lessons** | Continue to  work on ‘lighthousing’ the classroom to assess whether to move on; use re-engagement techniques such as stopping the class to share a student’s work/WAGOLL, checking progress by ‘hands-up if you have…’ or making a transition to a plenary task. |
| General Teaching and Learning:  **Plan to adapt teaching for individual students’ needs where appropriate including the use of stretch and challenge**. | Use SEN register to understand pupils’ needs  Observe teachers who challenge and support LA well  Observe teachers who stretch HA well  Observe mixed ability classes across the school  Begin with a focus on one class to target individual needs |

### Finally, in the box provided below, please suggest particular professional development opportunities the trainee might/should pursue in the second part of Placement 2 to enrich themselves professionally. These may be linked to the targets you have agreed with the trainee or could be wider training opportunities.

Attend Y8 parents’ evening

Participate as a member of staff in Y10 theatre trip

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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 2 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 /further developing 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 new 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 transition to Placement 2 and your teaching in this new context. Describe any support (from University or School colleagues) you feel would be of benefit to you which would help you meet development targets.

|  |  |  |  |
| --- | --- | --- | --- |
| 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. |