

2020-21 PGCE Placement 1 Review 2

For completion by the Professional Tutor, School Mentor and Trainee on Pebblepad. The deadline for the review to be completed is 5th February, 2021

# PGCE Placement 1 Review 2

## Part A: School Evaluation

Name of Trainee: Kirsten Bede

Subject: History

School: Century HS

Subject Mentor:

Professional Tutor:

Date of Review:

Total Possible Number of Days in School since first review:

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 :

Professional Tutor’s Signature: Date :

### Making reference to the Teachers’ Standards as appropriate, please comment below on the trainee’s progress in the second part of Placement 1:

e.g. 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? How well has the trainee responded to increased challenges and expectations, including increased workload? Is the trainee developing healthy and sustainable working habits?

Kirsten has continued to make really good progress against the teaching standards and has completed a very successful placement at Century HS. During the placement Kirsten has planned, resourced and taught a range of ability groups across Key Stage 3&4. More recently she has taught part of the A-level Tudor course. Kirsten has continued to observe a wide range of KS5 history and politics lessons to broaden her knowledge of the Sixth Form curriculum. (TS4)

Kirsten has always responded well to feedback and has really tried to work on her weekly targets and has adapted lesson plans following her own self- reflection, staff comments and considering the dynamics of the different groups. More often than not she has been able to identify her own strengths and areas for improvement before even reading the lesson observation feedback sheet. (TS4) Kirsten has continued to work on her subject knowledge in relation to the KS3, 4& 5 curriculum and this has a had positive impact in terms of the quality and confidence of her lesson delivery. (TS3) She has also worked hard to plan her lesson sequences (rather than just individual lessons) focused on developing and assessing key skills. She has delivered a variety of historical concept based lessons and she already has a good working knowledge of what progression looks like in terms of source analysis and historical significance for example. (TS2) Kirsten has resourced her lessons well and she has tried and tested a variety of activities eg role plays, group work and various ways of disseminating and recording information to suit different types of learners. (TS5)

Throughout the placement Kirsten has used the school BFL policy and has continued to encourage positive attitudes to learning in the classroom. (TS7) She has tried hard to reward and recognise pupil effort and attainment. Kirsten has gained some valuable experience in terms of marking and assessment. She attended a departmental meeting and AQA course on the GCSE exam and assessment criteria. She has marked and provided detailed pupil feedback at KS3, she has also shadowed marked some KS5 essays. (TS6)

### Please indicate clearly if, by the end of this placement, the trainee has been teaching 50% of a qualified teacher’s weekly timetable?

### Yes (Please delete as appropriate)

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

### Making reference to the Teachers’ Standards, in what ways and how well, in this second part of Placement 1, has the trainee’s teaching impacted upon pupils’ learning and progress? (You may find it helpful to refer to the “Pupil Progress Prompt Sheets”)

Kirsten has had a positive impact on pupil progress inside the classroom. She has established good routines so the pupils are ready to learn and their focus is on the lesson. (TS7) As she has got to know her groups and she has become much more aware of who needs help, keeping on task or stretching and this has had a positive impact on pupils’ attitudes to learning and the amount of work they have completed. (TS2) Kirsten has worked hard on her verbal questioning in class to encourage wider pupil participation and also develop their historical thinking.

During her year 7 lessons the pupils made good progress in terms of their wider historical knowledge of the impact of the Norman Conquest and they also started to evaluate and debate the extent of continuity and change across the period. In addition, year 10 pupils confidently used steps to analyse sources of evidence eg study details, draw inferences, deploy own knowledge. (TS2)

### Making reference to the Teachers’ Standards (Preamble & Part Two), please update you previous comments from the first review on the trainee’s Personal and Professional Conduct:

Throughout the placement Kirsten has been nothing but positive, amiable, and keen to get stuck in. She has been very flexible, adaptable and has coped well managing an increasing teaching workload. She has grown in confidence in school and she seems to have really enjoyed being in the classroom and building relationships with the students within her groups. She has maintained a high standard of professionalism throughout the placement. She has had 100% attendance and has been very punctual. Kirsten has attended various open evenings, parents’ evenings and school CPD sessions. She also attended a AQA GCSE exam course. She has always been very keen to help the department and has been very supportive of the school community and the school ethos. Overall, Kirsten is a lovely young person and she has been an absolute pleasure to have in the department and we wish her all the very best in her teaching career.

### Please comment below as to whether the trainee has demonstrated appropriate professional competency with literacy and numeracy:

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

Yes

### 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:

### S = Strength/Exceeding the Standard.

### M = Meeting;

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

### BS = Below Standard;

Please note that at this stage of their training 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.

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| --- | --- |
| Standards: | S/M/WT/BS |
| TS1: Set high expectations which inspire, motivate and challenge pupils. | M |
| TS2: Promote good progress and outcomes by pupils. | M |
| TS3: Demonstrate good subject and curriculum knowledge. | S |
| TS4: Plan and teach well-structured lessons. | S |
| 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. | WT |
| TS8: Fulfil wider professional duties. | S |

### 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:

Certainly, Kirsten is a strong trainee and we have no concerns.

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

None

### 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.

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| --- | --- |
| Target area: | Actions to achieve targets: |
| Subject Specific:  Use sources in class for more than starter ‘hooks’ and world building. | Read some of the work of Ian Dawson on using sources in teaching the Middle Ages on thinkinghistory.co.uk  Return to the autumn term CA session and read/watch the WtWO about sources and evidence  Have a look at what Y11 are required to do with sources in the GCSE exam  Plan some inference diagrams to use with KS3 and bring to a mentor meeting to discuss. |
| General Teaching and Learning:  Continue to develop use of written assessment – planning and marking assessment. | Become familiar with new school marking policy and set meaningful summative / formative work to gather data to assess the progress and learning of classes.  Record accurately key data gathered from assessments. |
| General Teaching and Learning:  Continue to develop use of verbal and written feedback. | Encouraging pupils to respond and reflect on feedback  Seek advice on previous successful methods of assessment and feedback with the different classes and try out some of these strategies  Plan time to deliver feedback on work and time for students to respond and reflect. |

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

TA in Y11 revision classes to see the prep for GCSE

Accompany a school trip if possible

Contact parents re pupil progress

Start work early on subject knowledge updating for their curriculum – don’t forget HA historians’ podcasts and ‘In Our Time’ can help

Attend more parents’ meetings

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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 in the second part of your first teaching placement (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).

Taught 42 lessons:

Year 7 – 13 lessons Year 10- 6 lessons

Year 8 – 11 lessons Year 11 – 1 lesson

Year 9 – 11 lessons

Team taught half year 12 lesson

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

Observed and took register and led morning activities (prayers and Newsround)

Year 7 : Monday , Wednesday, Friday

Year 11: Tuesday , Thursday

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

CPD inset day : LGBT and Catholic School teaching , Mindfulness and English/ Literacy across ks1-ks4

Year 9 Parents’ evening.

### In the box below, please comment on a particular highlight, 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.

I have really enjoyed being able to work with some classes for the whole of part 2 of the placement. This has meant that I could develop an enquiry question for sequences with them (one of these I’ve used for assignment 2). It has been really good to see pupils respond well to lessons over time and to see them remembering what they have learnt and using it and being pleased with themselves. I think planning learning across lessons is something I am doing quite well now.

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

TS1: Set high expectations which inspire, motivate and challenge pupils. Created and set year 7 homework task, with clear expectation and goals of success. This meant pupils could creatively engage with the topic and use different skills to show their historical understanding.

TS2: I’ve got better at reading the room and I know the pupils better. This has meant that I can plan for and target support in lesson better. I’ve been able to see what they can do in one lesson and then plan to support them in the next.

TS3: I’ve become a lot more confident in my subject knowledge around the GCSE course and this has made planning easier and also helped me to anticipate and answer student questions.

TS4: Planned many lessons such as the Treaty of Versailles year 9 and year 10 using historians’ interpretations lesson with a clear focus on historical concept. This helped pupil develop disciplinary thinking.

TS5: Adapted a number of resources based on the different groups need and learning preferences, this helped pupil progress especially with my year 8 groups as it meant the lesson was tailored to the group and they were able to fully engage with the activities.

TS6: Building in strategies for recapping and revisiting has helped me to work out what pupils have remembered and where I need to go over things. I’ve done more thinking about the key learning each lesson and checking that is reinforced in future lessons – so I know what I am assessing.

TS7: Still working to always remember to advance the behaviour system if needed.

More consistency than before, but still need more with lively classes.

TS8: Being part of the wider school community has helped pupils and I see each other as more than history teacher and pupil.

### During this final part of Placement 1 how have you demonstrated personal and professional conduct which reflects the Preamble and Part Two of the Teachers’ Standards?

100% attendance

Being organised and on-time and well-prepared

Being a part of all departmental events

Supporting my form with school events

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

|  |
| --- |
| No problems |

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

It’s been brilliant to be here and I am sad to leave. I am looking forward to the challenge of settling into a new school and I will read and think about this review carefully and make a big effort to find out about my new school and the lessons I will be teaching and get very organised.

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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.

#### 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. |