

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: Jackie Kennedy

Subject: History

School: Hope 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 :

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?

Jackie has settled into Hope School well and has commented that her confidence has grown. She has felt able to ask for advice when needed and has become a welcome addition to the department (TS1), contributing to discussions at TLFs for example(TS8). Jackie has coped well with the increasing workload and is planning lessons suitably ahead of schedule(TS4). Jackie has taken on board all constructive advice in an utterly professional manner and worked hard to act on targets being set(TS8&Pt2). She has particularly worked hard at building up her confidence and skills when it comes to differentiation (TS5) and her relationship with classes has been positive (TS7). Jackie is a reflective teacher who is striving to be very good (Pt2).

### At the time of writing this review, has the trainee been teaching 50% of a qualified teacher’s weekly timetable? No (Please delete as appropriate)

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

Not quite, but fast approaching 50% by the end of next week. Snow disruption put us back a week.

### 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”)

Jackie has been planning more activities that enable her to check student progress (TS2&6) and is aiming to continue to extend the way she does this over the rest of the placement. She has worked very hard at improving her subject knowledge is planning on delivering a Cold War lesson to Year 12 this week which focuses on building up the understanding of Cambodia (TS3). Jackie has assessed KS3 classes in a formative way and has begun to mark these assessments with appropriate feedback(TS6). She has also thought hard about how to slow down the pace of her explanations so that students have time to process the information(TS2). Jackie has built confidence differentiating resources and activities for a Year 7 intervention group with a significant number of low starters and SEND(TS5). Jackie has also been planning in a more creative fashion and is aiming to design more starters/plenaries that engage all of her classes(TS2&TS4).

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

Jackie has conducted herself with complete personal and professional integrity. She has supported the ethos and the policies of Hope School. She has demonstrated an awareness of how British values can be explained and supported in lessons. Her attendance and punctuality have been exemplary and the relationship she is developing with her classes has been based on a mutual respect for one another.

### Has the trainee 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:

### 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.

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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. | M |
| TS4: Plan and teach well-structured lessons. | M |
| TS5: Adapt teaching to respond to the strengths and needs of all pupils. | M |
| TS6: Make accurate and productive use of assessment | WT |
| TS7: Manage behaviour effectively to ensure a good and safe learning environment. | WT |
| 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:

No concerns – just not had much time yet to do GCSE assessment with us yet.

### 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.

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| Target area: | Actions to achieve targets: |
| Subject Specific:  To build confidence planning and teaching GCSE skills based lessons for the OCR curriculum. | Observe ET teach Year 11 revision lessons  Begin planning and teaching the Fountains Abbey topic alongside HJ  Review dept resources that have been designed for skills lessons |
| General Teaching and Learning:  Use the school and department rewards and sanctions systems with accuracy and confidence. Ultimately build an atmosphere whereby students understand your expectations and a positive learning environment is therefore created. | Build how to reward students each lesson more explicitly into your lesson plan.  Use the planner system and SIMS consistently.  Reaffirm expectations at the start of new topics. |
| General Teaching and Learning:  Continue to plan activities that ensure student progress is being checked in a variety of ways. | Highlight on every lesson plan your AFL strategies  Share with host teachers how you know progress is being made and how will you tackle misunderstandings  Review student work after every lesson and reflect on how much progress you think students made on the objectives you wanted to achieve. |

### 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.

Observing and co-teaching Year 11 revision sessions.

Lead discussions at Year 8 Parents’ Evening

Mark Year 10 assessments

Observe handling Year 10 data

PDP – Sixth form extra-curricular activities

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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).

18 lessons:

2 x Y7 M3 tutor group (PSHE lessons on careers)

4 x Y7 intervention class (King John assessment and 3 lessons on Black Death and Peasants’ Revolt focusing on historical significance)

5 x Y8 mixed ability class (4 on Empire focusing on interpretations and including an assessment and 1 on Slavery)

6 x Y9 (2 classes) mixed ability (World War 2 focusing on interpretations)

1 x Y12 lesson (Cambodia)

3 segments:

2 x Y7 intervention class (parts of middle of lessons on King John)

1 x Y9 mixed ability (starter on World War 2)

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

20 Form time:

Attended form time every morning I’ve been on placement. I am supporting a year 7 form, and have helped the tutor by taking registers sometimes and leading some activities eg. form quiz.

### 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?)

I am due to start going to one of the sixth form PDP (personal development programme) sessions from next week and will also be going along to the after school extended learning session (homework club).

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### 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: I have been working on using challenge questions to stretch all pupils in class and particularly the high starters, for example in year 9 lessons and some year 8 lessons. (TS1, TS2, TS5)

TS2, TS3 and TS5: I am more aware of differentiation, having focused on observing this in my early observations at placement 2. I have been supporting pupils better with explaining key vocabulary and modelling answers on the board, for example with the year 8 class and a lesson on similarities and differences in interpretations, where I modelled the venn diagram on the whiteboard.

TS4 and TS6: I am focusing on checking pupils’ progress, for example with year 7 lesson this week I had a mini-plenary and a plenary at the end where students explained links and pictures to check their understanding. With one of the year 9 lessons I have planned to use mini-whiteboards to check their understanding of key knowledge before moving on to a further lesson where students use the knowledge to make a judgement.

TS7: I have built positive relationships with my classes and my form by spending time getting to know something about the students. I am getting more used to using the behaviour system promptly.

TS8: I have taken part in discussion at teaching and learning forum and shared a reading list from a university session.

### 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?

I have been punctual, have 100% attendance and I am well-organised. I have been doing the school ethos link in my lessons. I have worked on British values in form time.

### 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.

The targets are really helpful for the next stage of my development. I have plans in place to work alongside teachers on planning the GCSE teaching. I am taking on a nurture group and so I will need to really think about consistent use of the behaviour policy and also I need to work with TAs and go back to work last term on adaptive teaching. I am really valuing discussions with my mentor about planning points in lessons to check learning is on track and will continue to experiment with strategies. I am feeling more confident with this already.

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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. |