| **PGCE Consolidation Mentor Component Assessment** | | | | | | | | | | | | |
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| Week | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
| Professional Behaviours | Understands the current legislation and policies for safeguarding and child protection and knows how to respond to a pupil’s disclosure.  Recognises that safeguarding incidents can occur outside of the school environment and how to respond. | Understands the importance of recording safeguarding observations and concerns accurately and not asking leading questions.  Prioritises their own social, emotional and mental health, identifying ways to manage workload and wellbeing including planning efficiently. | Recognises that a predictable and secure environment benefits all pupils.  Has an acute awareness of online safety for self and for pupils. | Seeks constructive feedback and challenge from mentors and is pro-active in implementing it.  Takes initiative to interact and form relationships with wider school colleagues. | Works collaboratively with both colleagues and multi-agencies to provide a higher quality of care.  Understands the different types of abuse and raises children’s awareness of these where appropriate. | Consistently extends subject and pedagogical knowledge as part of the lesson preparation process.  Ensures and promotes a safe and inclusive classroom environment for the promotion of positive wellbeing for all. | Develops processes that enable ongoing dialogue with parents/carers about pupils' progress including children with mental health or behaviour needs.  Recognises reasons and responses to disengaged parents. | Communicates with and deploys additional adults most effectively to maximise pupil progress.  Tailors, implements and evaluates support for individual pupils including pupils with disadvantage or mental health challenges. | Contributes positively to the wider school culture and is beginning to consider the wider community beyond school.  Provides a safe, secure and transparent environment to protect themselves from potential allegations. | Can reflect accurately on teaching and learning and suggest and implement ways to improve practice.  Uses colleagues' observations and educational research to support self-reflections. | Contributes positively and appropriately to staff meetings  Investigates, evaluates (and challenges if necessary) mental health and wellbeing practices in school. | Incorporates developed pedagogical and subject knowledge through participation in research, wider and professional networks.  Can identify connections between emotional and behavioural difficulties and mental health needs. |
| High Expectations and Managing Behaviour | Can identify pupil premium children in the class and recognises how they are supported to access an equality of learning.  Implements ways to identify positive behaviour before sanctions. | Recognises the importance of a shared ownership of classroom responsibility and routines.  Is an effective role model. Consistently applies the school behaviour policy fairly, using positive reinforcement, models appropriate behaviours, sets clear and challenging expectations. | Is organised and efficient with planning, preparation and assessment.  Identifies any children with particular social and emotional behaviour needs such as adverse childhood experiences and attachment issues and suggests strategies. | Creates a culture for pupils to investigate and collaborate with one another including paired and group work to promote purposeful talk for learning.  Helps all pupils to understand that they can succeed and implements independent strategies for overcoming challenge. | Discusses and analyses with expert colleagues, effective strategies for liaising with parents, carers and colleagues to better understand pupils’ individual circumstances.  Independently plans lessons that have high expectations of all learners. | Can identify groups of children (LAC, EAL, PP) and employs strategies to support outcomes for disadvantaged pupils.  Motivates and engages children creating positive attitudes to learning. | Sets clear and high expectations that the children regularly meet.  Creates a culture of trust and respect in the classroom. | Adopts strategies to support children’s emotional regulation.  Recognises strategies in responding to bullying behaviours. | Develops an enabling environment and understands the individual and collective needs of the children.  Identifies and capitalises on children’s interests when planning. | Creates inspirational and challenging lessons with high expectations that help pupils to be extrinsically motivated.  Provides opportunities for pupils to learn that effort, concentration and perseverance will pay off. | Challenges and stretches all pupils to achieve their potential.  Skilfully adjusts behaviour management strategies to suit the change of environment and conditions. | Establishes and maintains an organised, stimulating classroom environment.  Able to establish an effective learning environment using learning outside the classroom, recognising the role of TA and parents when appropriate. |
| How Pupils Learn, Adaptive teaching and Classroom Practice | Identifies effectiveness of dual coding.  Knows the four areas of need in the Code of Practice and the underlying theory that supports it. | Begins to identify key approaches to metacognition and plans for this.  Identifies and implements reasonable adjustments for children with SEND/EAL. | Ensures that any tailored support, e.g. interventions, does not adversely affect motivation or access to a broader curriculum.  Identifies barriers to learning and begins to recognise how to implement strategies to overcome them. | Can plan a sequence of lessons that support children’s next steps in learning and considers prior learning.  Uses a range of questions effectively to encourage recall and reflection. | Sets quality and relevant homework which improves pupil outcomes including adaptations for individuals.  Annotates schemes to ensure they reflect the needs of the class and individuals with additional needs. | Incorporates additional adults into planning whilst being mindful of workload; communicates effectively prior to and after teaching.  Models narrative thought processes to model what pupils should be asking themselves when they are working. | Flexibly groups children considering pupil attainment, behaviour and motivation.  Plans lessons to enable critical thinking and problem solving. | Plans for purposeful intervention and maintains ownership over this.  Can identifies how school goes beyond the National Curriculum and follows this example in their own planning. | Ensures plans have opportunities for repeated learning and practice.  Recognises the planning progress from long term planning to short term planning. | Uses interleaving to draw pupils’ attention towards key concepts.  Identifies purposeful opportunities and approaches for pupils to consolidate, practice and apply new learning. | Identifies adaptations needed to support children outside the classroom.  Recognises how the school environment supports learning and celebrates culture and diversity. | Knows that there is a potential social and emotional impact of labelling and how to capture the voice and aspirations of children.  Identifies the individual needs of all pupils and makes necessary adaptations to planning, resources and teaching to overcome barriers. |
| Subject Knowledge and Curriculum | Understands that curricula differ across schools and the reasons for this. | Identifies strategies to develop working memory into long-term memory. | Values children’s diversities whilst ensuring all children have an equal right to a high quality education. | Provides different representations of a concept to support understanding, e.g. concrete, pictorial, abstract. | Anticipates and reacts quickly to emerging misconceptions and takes effective remedial action. | Plans purposefully for children with EAL or language development needs, adjusting activities that are context embedded or cognitively demanding. | Consistently and broadly applies cultural capital opportunities to lesson planning. | Uses suitable scaffolds and knows when to reduce/remove them | Implements adaptations for children beyond the classroom. | Knows about schemas and how to help pupils build them to connect areas of understanding together. | Incorporates opportunities for LOTC to support effective teaching across the curriculum and can identify the impact that it has on children’s learning. | Recognises how subject leaders design long-term plans, breaking composite knowledge into component knowledge. |
| Assessment | Understands that professional subject knowledge is essential to accurate assessment of children’s learning. | Understands how teachers use assessment information to inform the decisions they make and that pupils must be able to act on feedback for it to have an effect. | Recognises how to independently analyse, interpret and relate a school’s assessment policy to their own teaching practice. | Uses peer and self-assessment effectively to aid independent learning and inform assessment. | Understands and enacts ways to report children’s progress to parents both formally and informally. | Demonstrates a deep and developed understanding of formative assessments strategies and acts on these in live teaching. | Records ongoing assessments of pupils in a time-efficient fashion that has minimal impact on workload. | Makes adjustments to planning and grouping based on summative assessments. | Assesses children’s understanding in the Foundation Subjects and acts on this. | Understands how schools assess and measure the impact of LOTC experiences on children’s curriculum knowledge and holistic development. | Uses data to set targets and monitor progress and communicate data for accountability to stakeholders. | Understands how teachers keep up to date with developments in assessment. |

| **PGCE Consolidation Curriculum Composite Knowledge** | | | | | | | | | | | | | | | | | | |
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| English | Considers how medium term plans for English sequence learning over time and support pupils acquiring substantive and disciplinary knowledge. | | Uses appropriate pedagogical approaches to speaking and listening to support the use of talk in the development of reading and writing. | | Supports families at home, to promote reading for pleasure. | | | Demonstrates their engagement with self-study, mentor and SL advice,  to develop their subject, curriculum and pedagogical knowledge. | | | | Identifies the component knowledge and makes decisions regarding the order in which the components of English knowledge are taught over a sequence of lessons. | | | | | Employs strategies to develop vocabulary. | |
| Mathematics | Engage with the NCETM materials to support planning and assessment. | | Engage with the Nrich materials to support planning of problem solving. | | To engage parents in their child’s mathematical development. | | | Demonstrates their engagement with self-study, mentor and SL advice, to develop their subject, curriculum and pedagogical knowledge. | | | | To identify common “symptoms” of maths anxiety and propose strategies to support children with their learning with reference to the latest research and support networks. | | | | | To design an effective and interactive working wall. | |
| Science | Considers how medium term plans for science sequence learning over time and support pupils acquiring substantive and disciplinary knowledge. | | To use planned talk to support children to share their ideas, progress their scientific vocabulary and develop conceptual understanding and use observations to inform next steps. | | Plan to preempt and actively address children’s misconceptions. | | | Demonstrates their engagement with self-study, mentor and SL advice, to develop their subject, curriculum and pedagogical knowledge. | | | | Plan to connect science learning with children’s real world experiences. | | | | | Plan to connect science learning with children’s real world experiences. | |
| Please complete the tasks below within your teaching of the following areas (This might be in another class if there is a better opportunity) | | | | | | | | | | | | | | | | | | |
| SSP | Identify the SSP Programme used by the school  Research the teaching sequence.  Discuss: the choice of programme and rationale for this with the lead, resources, decodable books and CPD frequency for staff – who’s involved? | | | | | Observe an SSP session  Using the EHU SSP observation format identify aspects of practice  ASSESSMENT :Observe an SSP session. Identify strategies used by the class teacher to assess the pupils’ knowledge. | | | | | Through discussion with SSP subject leader in school, establish how subject leader encourages parental involvement.  How does the school support parental understanding?  Identify strategies used by school to achieve this. E.g. leaflet, website, open days | | | | | | | |
| PE | Discuss with your mentor or an experienced member of staff that progression in PE should be planned for from the outset, including small step progression to take account of pupils with SEND from the outset, and to set challenging learning goals. | Discuss with your mentor or subject leader that the PE subject policy is designed to provide curriculum PE guidance and entitlement, scheme of work, risk assessment and health and safety. | | Discuss with the PE Subject leader:   * How the school supports children with SEND in PE * Their key role in monitoring children’s progress in the different activity areas in National Curriculum PE across the year groups. * How the PE Premium funding is used. * The PE action plan against the 5 key indicators of the Premium and its impact. | | | | | Plan, teach and assess a sequence of lessons for PE based on the school’s medium-term plans, which includes adaptive teaching approaches.  OR  Annotate the schools PE scheme of work to meet the children’s needs through adaptive teaching approaches. Teach and assess the annotated sequence of lessons.  THEN  Reflect on the sequence of lessons taught. | | | | | Work with an experienced member of staff to monitor and assess progress in physical education. This might be through a sequence of lessons being taught by the trainee, or by reviewing children’ work from previous lessons. | | | | Review with an experienced member of staff documentation, policies and practice for risk assessment and planning activities for sports fixtures / festivals OR an educational visit at an outdoor centre and how these are used to enhance the curriculum and contribute to the cultural capital of children |
| Foundation Subjects  (Tasks) | Discuss with your mentor or an experienced member of staff that progression should be planned for from the outset, including small step progression to take account of pupils with SEND from the outset, and to set challenging learning goals. | Discuss with your mentor or subject leaders that the subject policies are designed to provide curriculum guidance and entitlement, risk assessment, health and safety and safeguarding children (e.g. online safety and acceptable use policies), both at home and at school. | | | Discuss with Subject leaders their key role in monitoring the quality of education provision in their subject area. | | Discuss with the subject leader for three foundation subjects:   * progression across the year groups * planning small step progression in the foundation subjects to take account of pupils with SEND from the outset * how subject policies are used * how they check the quality of education in their foundation subject. | | | | | | Work with an experienced member of staff to monitor and assess progress in the foundation subjects. This might be through a sequence of lessons being taught by the trainee, or by reviewing children’ work from previous lessons. | | | Review with an experienced member of staff documentation, policies and practice for risk assessment and planning activities for learning outside the classroom, including educational visits and how these are used to enhance the curriculum and contribute to the cultural capital of children. | | |
| Enhancement Focus:  Employability | Arrange a meeting with a member of the school senior leadership team to gather advice and ideas for the necessary steps required in achieving employment as a teacher. A key focus of this discussion should be centred upon what is looked for in successful job applications and interviews; this can include feedback around the following areas: | | | | | | | | | | | | | | | | | |
| How to present as a compelling candidate within a job application, including effectively responding to person specification information. | | | | The type of professional skills and attributes sought by schools. | | | | | The traits evidenced by a successful interviewee. | | | An example of an effective response to an interview question. | | What an effective early career teacher looks like. | | | |