| **Trainee placement information** | | | |
| --- | --- | --- | --- |
| **Name of trainee** |  | **Trainee ID No** |  |
| **Name of mentor** |  | **Professional practice phase** |  |
| **Name of link tutor** |  | **School/setting name** |  |
| **Programme** |  | **Week beginning** | Enter date |

| **Week 2 Intended Curriculum** | | | | | |
| --- | --- | --- | --- | --- | --- |
| PB | Understands the importance of recording safeguarding observations and concerns accurately and not asking leading questions. | | PB | Prioritises their own social, emotional and mental health, identifying ways to manage workload and wellbeing including planning efficiently. | |
| HE | Recognises the importance of a shared ownership of classroom responsibility and routines. | | HE | Is an effective role model. Consistently applies the school behaviour policy fairly, using positive reinforcement, models appropriate behaviours, sets clear and challenging expectations. | |
| HPL | Begins to identify key approaches to metacognition and plans for this. | | HPL | Identifies and implements reasonable adjustments for children with SEND/EAL. | |
| SK | Identifies strategies to develop working memory into long-term memory. | | A | 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. | |
| **Discussion has taken place.** | | **Yes** | | | **No** |
| **Any further comments** | | | | | |
|  | | | | | |

| **Current targets** *(from previous Weekly Development Summary)* | | | | Complete | Ongoing |
| --- | --- | --- | --- | --- | --- |
| **To be completed by the trainee** | **Current Targets** | **To be completed by the mentor** | **Progress** |
|  |  |  |  |
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| **Summary of feedback discussion** | |
| --- | --- |
| *Subject specific feedback relevant to teaching during the last week* | *Evidence of progress against EHU ITE curriculum which may include:*   * High expectations and managing behaviour. * How pupils learn, classroom practice and adaptive teaching. * Subject knowledge and curriculum. * Assessment. * Professional behaviours. |

| **Future targets** | | | | | |
| --- | --- | --- | --- | --- | --- |
| *(Up to three targets – please tick areas of focus the target relates to)* | **HE** | **HPL** | **SK** | **A** | **PB** |
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| **Current progress would suggest that the trainee is making sufficient progress against the intended curriculum to proceed?**  ***(Please tick, having considered all sources of evidence as set out in the Professional Practice Policy.)*** | **Areas of focus:**  ***(Tick all apply for this week.)*** |
| **Yes**  **No, additional support needed** | High expectations and managing behaviour  How pupils learn, classroom practice & adaptive teaching  Subject knowledge and curriculum  Assessment  Professional behaviours |

|  |  |
| --- | --- |
| **Mentor** Signature |  |
| **Trainee**  Signature |  |