| **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 |

| **Key discussion focuses for the week: Behaviour** | | | |
| --- | --- | --- | --- |
| *Please refer to EHU ITE curriculum guidance as appropriate.* | | | |
| Discuss how to set clear behavioural expectations and routines that establish a consistent and inclusive learning environment – in the classroom and around school. | | Identify any children with particular social and emotional needs such as adverse childhood experiences and attachment issues and discuss strategies. | |
| Establish the need to create a positive and respectful learning environment in which making mistakes, resilience and perseverance are part of daily routines. | | Discuss routines in line with the school ethos that maximises time for learning (e.g. setting and  reinforcing expectations about key transition points. | |
| Consider ways to identify positive behaviour before sanctions. | | Identify and discuss the use of other adults to support behaviour including TAs, parents and outside agencies. | |
| **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** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

| **Summary of feedback discussion** | | |
| --- | --- | --- |
| *Subject specific feedback relevant to teaching during the last* | *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. | |
| **Has the trainee learned the intended curriculum?** | Yes | No |

| **Future targets** | | | | | |
| --- | --- | --- | --- | --- | --- |
| *(Up to three targets – please tick areas of focus the target relates to)* | **HE** | **HPL** | **SK** | **A** | **PB** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

|  |  |
| --- | --- |
| **Current progress would suggest that the trainee is making sufficient progress 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 |  |