| Year 3 Undergraduate Mentor Component Assessment | | | | | | | | | | | | | | | | | | | | |
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| Group Work/  Teaching | Week 1 | | Week 2 | | Week 3 | | Week 4 | | Week 5 | | Week 6 | | Week 7 | | Week 8 | | Week 9 | | Week 10 | |
| 80% | 0% | 80% | 0% | 50% | 30% | 30% | 50% | 30% | 50% | 0% | 80% | 0% | 80% | 0% | 80% | 0% | 80% | 0% | 80% |
| 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 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. | | Takes on board constructive feedback from mentors and colleagues positively and pro-actively.  Works collaboratively with others to provide a higher quality of care. | | Extends subject and pedagogical knowledge as part of the lesson preparation process.  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. | | How to deploy additional adults most effectively to maximise pupil progress including effective communication.  Tailors, implements and evaluates support for individual pupils. | | Contributes positively to the wider school culture and community.  Investigates, evaluates (and challenges if necessary) mental health and wellbeing practices in school. | | Is self-reflective to identify strengths and developments.  Uses colleagues' observations and educational research to support self-reflections. | | Contributes appropriately to staff meetings.  Strengthens pedagogical and subject knowledge by participating in wider networks. | | Explicitly supports mental health and wellbeing of pupils.  Recognises the role of CAHMS and other outside agencies in mental health and behaviour needs. | |
| High Expectations and Managing Behaviour | Recognises that investment in learning is driven by pupils’ prior experiences of success and failure.  Models courteous behaviour. | | Recognises the importance of a shared ownership of classroom responsibility and routines.  Consider ways to identify positive behaviour before sanctions. | | Is organised and efficient with planning, preparation and assessment.  Helps all pupils to understand that they can succeed, even when faced with challenge. | | Enables pupils to investigate and collaborate with one another including paired and group work to promote purposeful talk for learning.  Identify any children with particular social and emotional behaviour needs such as adverse childhood experiences and attachment issues and discuss strategies. | | 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 both face to face and beyond. | | Sets clear expectations that can help communicate shared values that improve classroom and school culture.  Creates a culture of trust and respect in the classroom. | | Creates inspirational and challenging lessons that help pupils to be extrinsically motivated.  Provides opportunities for pupils to learn that effort, concentration and perseverance will pay off. | | Influences pupils’ resilience and beliefs about their ability to succeed, by ensuring all pupils can experience meaningful success. | | Challenges and stretches pupils.  Establishes and maintains an organised, stimulating classroom environment. | |
| How Pupils Learn, Adaptive teaching and Classroom Practice | Identifies purposeful opportunities and approaches for pupils to consolidate, practice and apply new learning.  Knows that they have professional responsibilities in relations to inclusion (e.g. The Equality Act, 2010) | | Identifies effectiveness of dual coding.  Identifies and justifies reasonable adjustments for children with SEND. | | Ensures that any tailored support, e.g. interventions, does not adversely affect motivation or access to a broader curriculum.  Identifies barriers to learning and recognises 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. | | Incorporates additional adults into planning whilst being mindful of workload.  Uses 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. | | Uses interleaving to draw pupils’ attention towards key concepts. | | Identifies adaptations needed to support children outside the classroom. | | Knows that there is a potential social and emotional impact of labelling and how to capture the voice and aspirations of children. | |
| Subject Knowledge and Curriculum | Identifies strategies to develop working memory into long-term memory. | | Understands that curricula differ across schools and the reasons for this. | | 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. | | Reacts quickly to emerging misconceptions and takes effective remedial action. | | Recognise activities that are context embedded and cognitively demanding for children with EAL | | Applies knowledge of cultural capital to lesson planning. | | Knows about schemas and how to help pupils build them to connect areas of understanding together. | | Applies knowledge of cognition and neuroscience when planning teaching to avoid overloading working memory. | | Recognises how subject leaders design long-term plans. | |
| 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. | | Ensures that pupils are given opportunities to self-assess and thereby monitor their own learning. | | **Understands 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. | | Recognises how summative assessment data is used to adjust planning. | | 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. | |

| Subject Component End Goals (Not Weekly) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| English | Medium term plans used by the placement school will consider how English learning is sequenced over a period of time. Through discussion with mentor/ subject lead consider how this effectively supports learning in substantive and disciplinary knowledge in English over time. | | | | Student to identify how the school use speaking and listening approaches to support the development of reading and writing | | | | Identify the strategies engaged by the school, in school and that involve families at home to promote reading for pleasure | | | Draw on the expertise of the mentor and English subject leader, in addition to self-study, to further develop their subject, curriculum and pedagogical knowledge. | | | | | Implement a vocabulary policy into teaching. | | | | Choose an appropriate pedagogy to support talk in the classroom. | | | Plan for a sequence of English learning which effectively considers how English knowledge will be developed in a small steps over a series of at least three lessons with mentor support initially. | | | | Organise the classroom environment to: Promote reading through schools as reading communities Facilitate talk | | | | | Break down composite English knowledge into component steps in order to avoid overloading the working memory (revisit). | | | | Make decisions regarding the order in which components of English knowledge are taught over a sequence of lessons | | | | Identify and use teaching strategies to extend more able readers and writers. |
| Mathematics | Understands that there is a variety of teaching and learning approaches to supports pupils develop reasoning skills. | Access the NCETM materials to support planning and assessment using a mastery approach. | | | | | Independently identify and address developmental needs as a mathematical educator. | | | Be aware of common “symptoms” of maths anxiety and propose strategies to support children with their learning with reference to the latest research and support networks (Maths Anxiety Trust). | | | | | | Plan, teach and assess creative and engaging mathematics lessons. | | | | Promote resilience and perseverance when problem solving, whist considering the role of long term memory, working memory and CLT- conditional knowledge. | | | | | | Plan for pupils to have opportunities to learn and develop reasoning skills by including a variety of teaching and learning approaches | | | | Plan and assess using a mastery approach, supported by the NCETM materials (if appropriate | | | | Engage parents in their child’s mathematical development. | | | Design an effective and interactive working wall. | | | Design an effective and interactive working wall. | |
| Science | There are many aspects to the role of the subject leader. Discuss with subject leader in school to establish how they ensure curriculum builds on what children learn in EYFS and is logically sequenced through KS1 and KS2. How summative assessment in science is established. | | To use planned talk to support children to share their ideas, progress their scientific vocabulary and develop conceptual understanding. | | | | | How science subject leader and teaching team ensure accurate judgements on pupil attainment are made. Through discussion with science subject leader understand the process of summative assessment in science | | | The science subject leader ensures that an effective curriculum is in place and that high quality science teaching supports pupils to connect substantive and disciplinary aspects of science and know, remember and do more in science. | | | | Where possible, integrate sustainability and sustainable development goals in their science delivery. | | | | How to effectively plan using a cross curricular approach whilst maintaining the purpose and rigour of each individual subject | | | | Where possible, plan science learning which allows all pupils to go beyond the scope of the national curriculum. For example, using their science knowledge about habitats to discuss climate change and its impact and potential future impact on the environment. | | | | Plan, deliver, assess and reflect on the impact of a sequence of science lessons | | | | Design a sequence of lessons that considered the needs of pupils with SEN/D from the outset by building in a small step progression in science which meets the needs of all learners in the placement class. | | | | To integrate appropriate levels of challenge to move all learners on, with a particular focus on catering appropriately for talented scientists | | | Ensure that substantive and disciplinary aspects of science are taught in each lesson. Ensure that children make progress in their disciplinary knowledge as well as their substantive knowledge in science | | | |
| 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 | PARENT INVOLVEMENT 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 the school to achieve this. E.g. leaflet, website. Open days/sessions. | | | | | | | | | | | | | Identify the SSP Programme used by the school Research the teaching sequence Resources CPD frequency for staff – who involved Decodable books Discuss the choice of programme and rationale for this with the English/SSP lead. | | | | | | | | | | | | | | | 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. | | | | | | | | | | | | |
| 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. | | | 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. | | | | | | | | | 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. | | | | | 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. | | | | | | | 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. | | | | | | | | | | | 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. | | | | | | | 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 | | | | | | | | | 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. | | | | | | | Discuss with Subject leaders their key role in monitoring the quality of education provision in their subject area. | | |