

Early Years and Primary Education

Learning & Teaching Evaluation Record

Name of Trainee		Sources of Evidence:	Discussion with Mentor / Teacher	
Programme			Discussion with Trainee	
Professional Practice	1 1a 1b 2 (delete as appropriate)		Discussion with Learners	
School/ Setting Name			Discussion with TA / Other Adult	
Date			Learners' responses within the lesson and in their books / work	
Name of Observer and Role			Quality and impact of the Trainees' marking and feedback	
Name of Observer 2 and role			The Trainees' assessment and planning records in their files	
Year			Trainee self- evaluation of their impact on Learners' progress and learning over time	
Class Group			Observation of teaching and learning	

<input type="checkbox"/> On track to meet the Teachers' Standards by the end of the placement	<input type="checkbox"/> At risk of failing to meet some or all the Teachers' Standards by the end of the placement, if so, please contact the Visiting Tutor.
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Trainee's Current Targets

Key Strengths <i>please include the lesson observation and the outcomes for learners.</i> Please make direct reference to the Teachers' Standards and range of observation and evaluation methods (using the evaluation box above)	Teachers' Standards Prompts (1 - 4)
	<p>TS1 Set high expectations which inspire, motivate and challenge pupils Standard Prompts:</p> <ul style="list-style-type: none"> 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 <p>TS2 Promote good progress and outcomes by pupils Standard Prompts:</p> <ul style="list-style-type: none"> Be accountable for pupils' attainment, progress and outcomes 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 <p>TS3 Demonstrate good subject and curriculum knowledge Standard Prompts:</p> <ul style="list-style-type: none"> 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 <p>TS4 Plan and teach well-structured lessons Standard Prompts:</p> <ul style="list-style-type: none"> 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)

Copies to: White – Trainee; Yellow – Mentor

This information will be used solely for the purpose of evaluating assessment and may be disclosed to external examiners

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<p>Name of Trainee:</p>	<p style="text-align: center;">Teachers' Standards Prompts (5 - 8)</p>
<p>Impact of Teaching on Learners' Learning and Progress (<i>within the lesson and over time</i>) Please make direct reference to the Teachers' Standards and range of observation and evaluation methods (see evaluation box page 1) including displays and continuous provision</p>	
<p>Areas to Develop Please make direct reference to the Teachers' Standards and range of observation and evaluation methods (see evaluation box page 1)</p>	<p>TS5 Adapt teaching to respond to the strengths and needs of all pupils Standard Prompts:</p> <ul style="list-style-type: none"> • 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 <p>TS6 Make accurate and productive use of assessment Standard Prompts:</p> <ul style="list-style-type: none"> • 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 <p>TS7 Manage behaviour effectively to ensure a good & safe learning environment. Standard Prompts:</p> <ul style="list-style-type: none"> • 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 <p>TS8 Fulfil wider professional responsibilities Standard Prompts:</p> <ul style="list-style-type: none"> • 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
<p>Agreed New SMART Targets Please make direct reference to the Teachers' Standards</p>	

<p>Name, Signature and Role of Observer</p>		<p>Date of Learning Evaluation</p>
<p>Name, Signature and Role of Observer 2</p>	<p>(For joint Learning Evaluations)</p>	
<p>Name, Signature of Trainee</p>		

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