

Trainee Name	
Programme	
Setting/School	
Key Stage	
Year group	
Ages taught	
Professional Practice	1a
Mentor	
EHU Visiting Tutor	
Start Date	
End Date	
Total days present	
Total days absent	

Overall Summative judgement:

Based on the overall performance during the placement, measured against the ITT Teachers' Standards Assessment Criteria, this Trainee Teacher is judged to be:

<input type="checkbox"/> PASS <input type="checkbox"/> INADEQUATE
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Statement by Mentor

(Please tick each statement)

- I agree that this is a true record of attendance and absence.
- I understand that government regulations require attendance in school/college.
- The Trainee Teacher has returned all resources and has settled any accounts.
- I confirm that the trainee has met the requirements for Part Two: Personal and Professional Conduct at a consistently high standard

Name, Signature of Mentor		Date
Name, Signature of Visiting Tutor		Date
Name, Signature of Trainee		Date

The Trainee should submit this form within one week of completion of Professional Practice, as advised by their department. The Trainee should retain a personal copy of the form.

Once this form is received by the University, payment to the school will be authorised.

Early Years & Primary Education Attendance Record

- You must complete the attendance record on a daily basis, please enter 'P' for present or 'A' for 'absent'
- If you are absent you must inform the school/college and the Faculty of Education Reception (01695 584790).
- Details of certifying and reporting absence are found in the Programme Handbook
- You will follow the practice school's/college holiday arrangements
- This attendance record must be signed by your Professional Mentor at the end of the Professional Practice.
- For Early Years Undergraduates Years 1 & 3, attending Enquiry Led days, please complete two attendance records, one for Enquiry Led days and one for your main placement.

Trainee name							Phase:			
School name:										
Week Commencing	Monday		Tuesday		Wednesday		Thursday		Friday	
	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM

Any other additional days:

Reasons for Absence - List absences below with reasons for absence.

Dates	Total days absent	Reason for absence

TS1 Set high expectations which inspire, motivate and challenge pupils

- 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

meeting Teachers' Standard 1

on track to meeting Teachers' Standard 1

failing to meet Teachers' Standard 1

Trainee Reflection on Achievement (Standard 1)

Mentor's Feedback (Standard 1)

Targets

TS2 Promote good progress and outcomes by pupils

- 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

meeting Teachers' Standard 2

on track to meeting Teachers' Standard 2

failing to meet Teachers' Standard 2

Trainee Reflection on Achievement (Standard 2)

Mentor's Feedback (Standard 2)

Targets

TS3 Demonstrate good subject and curriculum knowledge

- 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

- meeting Teachers' Standard 3
- on track to meeting Teachers' Standard 3
- failing to meet Teachers' Standard 3

Trainee Reflection on Achievement (Standard 3)

Mentor's Feedback (Standard 3)

Targets

TS4 Plan and teach well-structured lessons

- Plan and teach well-structured lessons
- 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).

- meeting Teachers’ Standard 4
- on track to meeting Teachers’ Standard 4
- failing to meet Teachers’ Standard 4

Trainee Reflection on Achievement (Standard 4)

Mentor’s Feedback (Standard 4)

Targets

TS5 Adapt teaching to respond to the strengths and needs of all pupils

- 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

meeting Teachers' Standard 5

on track to meeting Teachers' Standard 5

failing to meet Teachers' Standard 5

Trainee Reflection on Achievement (Standard 5)

Mentor's Feedback (Standard 5)

Targets

TS6 Make accurate and productive use of assessment

- 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

 meeting Teachers' Standard 6 on track to meeting Teachers' Standard 6 failing to meet Teachers' Standard 6**Trainee Reflection on Achievement (Standard 6)****Mentor's Feedback (Standard 6)****Targets**

TS7 Manage behaviour effectively to ensure a good & safe learning environment

- 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

meeting Teachers' Standard 7

on track to meeting Teachers' Standard 7

failing to meet Teachers' Standard 7

Trainee Reflection on Achievement (Standard 7)

Mentor's Feedback (Standard 7)

Targets

TS8 Fulfil wider professional responsibilities

- 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

meeting Teachers' Standard 8

on track to meeting Teachers' Standard 8

failing to meet Teachers' Standard 8

Trainee Reflection on Achievement (Standard 8)

Mentor's Feedback (Standard 8)

Targets

PART TWO: personal and professional conduct and attitudes which set the required standard for conduct throughout a teacher's career. A teacher is expected to demonstrate consistently high standards of personal and professional conduct.

Meeting Part 2 Standard

On track to meet Part 2 Standard

Failing to meet Part 2 Standard