

Initial Teacher Education
Interim Assessment

To be completed by the Mentor/ Curriculum Mentor and Trainee and submitted electronically by the Trainee by the required deadline

Name of Trainee		Sources of Evidence:	Discussion between Trainee and Mentor	
Programme			Discussion with Teachers	
Professional Practice	1a		Discussion with Learners	
Year group			Discussion with TA / Other Adult	
Ages taught			Learners' responses within the lesson and in their books / work	
School/setting name			Quality and impact of the Trainees' marking and feedback	
Number of days completed so far on placement			The Trainees' assessment and planning records in their files	
Date			Trainee self- evaluation of their impact on progress and learning over time	
			Observation of teaching and learning	

	Key Achievements (trainee to complete prior to meeting)	Key Targets (as agreed by Mentor and trainee)	Teachers' Standards
TS1 Set high expectations which inspire, motivate and challenge pupils			<input type="checkbox"/> meeting Teachers' Standard 1 <input type="checkbox"/> on track to meeting Teachers' Standard 1 <input type="checkbox"/> failing to meet Teachers' Standard 1
TS2 Promote good progress and outcomes by pupils			<input type="checkbox"/> meeting Teachers' Standard 2 <input type="checkbox"/> on track to meeting Teachers' Standard 2 <input type="checkbox"/> failing to meet Teachers' Standard 2
TS3 Demonstrate good subject and curriculum knowledge			<input type="checkbox"/> meeting Teachers' Standard 3 <input type="checkbox"/> on track to meeting Teachers' Standard 3 <input type="checkbox"/> failing to meet Teachers' Standard 3
TS4 Plan and teach well-structured			<input type="checkbox"/> meeting Teachers' Standard 4 <input type="checkbox"/> on track to meeting Teachers'

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lessons			Standard 4 <input type="checkbox"/> failing to meet Teachers' Standard 4
TS5 Adapt teaching to respond to the strengths and needs of all pupils			<input type="checkbox"/> meeting Teachers' Standard 5 <input type="checkbox"/> on track to meeting Teachers' Standard 5 <input type="checkbox"/> failing to meet Teachers' Standard 5
TS6 Make accurate and productive use of assessment			<input type="checkbox"/> meeting Teachers' Standard 6 <input type="checkbox"/> on track to meeting Teachers' Standard 6 <input type="checkbox"/> failing to meet Teachers' Standard 6
TS7 Manage behaviour effectively to ensure a good & safe learning environment			<input type="checkbox"/> meeting Teachers' Standard 7 <input type="checkbox"/> on track to meeting Teachers' Standard 7 <input type="checkbox"/> failing to meet Teachers' Standard 7
TS8 Fulfil wider professional responsibilities			<input type="checkbox"/> meeting Teachers' Standard 8 <input type="checkbox"/> on track to meeting Teachers' Standard 8 <input type="checkbox"/> failing to meet Teachers' Standard 8

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.	<input type="checkbox"/> On track to meet Part 2 Standard
	<input type="checkbox"/> At risk of failing to meet Part 2 standard

Name of Mentor/ Curriculum Mentor		Date
Name of Trainee		Date
Name of Visiting Tutor (if applicable)		Date