|  |  |
| --- | --- |
| Salaried Trainee Guidebook and Assessment Record  For Salaried SCITT trainees | Objectives  First class teacher education designed to inspire and develop high levels of personal and professional conduct in teachers who will impact significantly on pupil progress  The Alliance for Learning SCITT  Qualified Teacher Status education |

Salaried Trainee Guidebook and Assessment Record

Contents

[Chapter I Introduction to the course 3](#_Toc519760514)

[Aims of the course 3](#_Toc519760515)

[SCITT contact information 3](#_Toc519760516)

[Chapter II Course information 4](#_Toc519760517)

[School Placements 4](#_Toc519760518)

[Course calendar 5](#_Toc519760519)

[Safeguarding 6](#_Toc519760520)

[Understanding school practice 6](#_Toc519760521)

[Induction 6](#_Toc519760522)

[Professionalism 6](#_Toc519760523)

[Mentor and trainee responsibilities 7](#_Toc519760524)

[Support and lines of communication 12](#_Toc519760525)

[Issues concerning professional practice and your professional development 12](#_Toc519760526)

[Issues concerning financial, medical or personal issues 12](#_Toc519760527)

[Issues concerning reporting & evaluation arrangements 12](#_Toc519760528)

[Subject Knowledge 13](#_Toc519760529)

[The subject knowledge audit 13](#_Toc519760530)

[Chapter III Evaluation of qualified teacher status (QTS) 14](#_Toc519760531)

[The Teachers’ Standards (2012) 14](#_Toc519760532)

[Workload 14](#_Toc519760533)

[The Evidence Cycle 14](#_Toc519760534)

[The QTS evidence file 15](#_Toc519760535)

[Contents of the QTS evidence file 15](#_Toc519760536)

[The file should contain 15](#_Toc519760537)

[Reflections against the teachers’ standards 16](#_Toc519760538)

[The reflective journey 16](#_Toc519760539)

[Trainee assessment record 16](#_Toc519760540)

[The summative report 17](#_Toc519760541)

[Moderation interview 17](#_Toc519760542)

[External moderation 17](#_Toc519760543)

[Chapter IV Trainee assessment record 18](#_Toc519760544)

[Overview 18](#_Toc519760545)

[How to use the assessment record 18](#_Toc519760546)

[Teaching placements 18](#_Toc519760547)

[Main employment school 20](#_Toc519760548)

[Week by week guide 20](#_Toc519760549)

[Alternate Key Stage Experience 47](#_Toc519760550)

[Main employment school 49](#_Toc519760551)

[Week by week guide 49](#_Toc519760552)

[Contrast school 79](#_Toc519760553)

[Week by week guide 79](#_Toc519760554)

[Main employment school 89](#_Toc519760555)

[Week by week guide 89](#_Toc519760556)

[Chapter V Trainee record: targets 100](#_Toc519760557)

[Overview 100](#_Toc519760558)

[Trainee record of targets 100](#_Toc519760559)

[Chapter VI Trainee record: strengths 110](#_Toc519760560)

[Overview 110](#_Toc519760561)

[Trainee record of strengths 110](#_Toc519760562)

1. Introduction to the course

## Aims of the course

Working in partnership with an alliance of schools and colleges, the Alliance for Learning SCITT seeks to develop high-quality, school-led teacher training that impacts on all participants: trainee teachers, teaching colleagues and pupils.

The aims of the course are as follows

* Ensure **high-quality teacher education** in all alliance partner schools so that trainees are able to successfully make the transition to NQT.
* Contribute to the **training and development** of alliance colleagues through opportunities to mentor and work with trainees across single or multiple alliance schools.
* Focus on training teachers to teach those **subjects deemed as being in shortage**, both nationally and within the alliance
* Clearly **inspire high levels of professional and personal conduct** including our key values of hard-work, integrity and passion
* Instil an **evidence-informed** approach to teaching in all participants to ensure the existence of life-long learning within the alliance
* Contribute to **pupil progress** and school improvement thought intelligent and inspiration school and SCITT **collaboration**.

Through a focus on the Teachers’ Standards (DfE 2012), we aim to develop our teaching training in collaboration with participating schools.

School placements are held at our alliance schools and trainees will be placed as close to your home address as possible. Training days will take place at our alliance schools.

The School Centred Initial Teacher Training will use the DfE Teachers’ Standards 2012 and the National Curriculum 2014 for its framework during the taught course and the professional placements.

Our training programme enables trainees to learn from outstanding teachers to become outstanding teachers and leaders of the future.

## SCITT contact information

|  |  |  |  |
| --- | --- | --- | --- |
| **Director of SCITT & secondary lead** | Kal Hodgson | khodgson@aggs.bfet.uk | 0161 912 5912 ext 7169 |
| **SCITT Manager** | Hilary Langmead-Jones | hlangmead-jones@aggs.bfet.uk | 0161 912 5912 ext 7109 |
| **SCITT Administrator** | Christine Sorensen | csorensen@aggs.bfet.uk | 0161 912 5912 ext 7216 |
| **SCITT Primary lead** | Philippa Huynh | phuynh@aggs.bfet.uk | 0161 912 5912 |
| **SCITT Early Years Lead** | Nicola Blatchly-Lewis | nblatchly-lewis@aggs.bfet.uk | 0161 912 5912 |

1. Course information

## School Placements

The School Centred Initial Teacher Training course trains teachers for teaching across Key Stages 3 and 4 leading to QTS 11-16. The following table indicates the nature and duration of the school placements.

|  |  |  |
| --- | --- | --- |
| **Abbreviation** | **Placement title** | **Brief description of placement** |
| **Placement A** | Main employment school (A) | **A supported and developing teaching phase**  Trainees work closely with their subject mentor teacher to plan and deliver group and whole class lessons. They work within a structured framework to build up the curriculum range and the frequency of their teaching experience.  In this placement trainees will complete key SCITT tasks.  Over the academic year trainees will build their understanding to lead to greater independence and autonomy with their teaching, demonstrating skills in teaching a range of year groups and topics, as well as completing the final SCITT tasks. |
| **KS2** | Key Stage 2 placement | **A developmental placement**  Trainees spend a week in a KS2 environment, observing a range of curriculum subjects and discussing aspects of KS2-KS3 transition including planning, teaching & assessment. |
| **KS5** | Key Stage 5 placement | **A developmental placement**  Trainees spend a week in a KS5 environment, observing the teaching of their subject and discussing aspects of KS4-KS5 transition, including planning, teaching & assessment. |
| **Placement B** | Contrast school (B) | **The contrasting school phase**  In this placement trainee will undergo a 4-week placement of teaching in a contrasting school as agreed by employer and SCITT. |

## Course calendar

This calendar should be used in conjunction with the day by day guide in Chapter IV 

## Safeguarding

Safeguarding and the promotion of the welfare of children is the most important role that adults working in schools have. Trainee teachers on the SCITT programme will be support in understanding the importance of this, and how safeguarding works in practice. Although each school is different, there are common expectation and requirements across the partnership. As part of school induction, trainees should be provided with the following at the start of each school placement:

* The school’s child protection policy
* The staff behaviour policy (sometimes called a code of conduct)
* Information about the role of the designated safeguarding lead
* A copy of Keeping Children Safe in Education

Trainees are reminded that all school staff have a responsibility to provide a safe environment in which children can learn.

## Understanding school practice

### Induction

Every school is different and the SCITT programme is designed to support your induction into your school. You will receive support through a mentor, but also through a collection of tasks that will develop your understanding of how schools work and the teachers’ standards (2012).

#### Observation of classes

The school will give you the opportunity to observe a range of classes and age groups. Observation is a skill that needs to be learnt. It is vital that observations are reflected upon and analysed using the documentation in this handbook.

Key points to remember when observing another colleague

* It is a learning opportunity – so reflect on the impact on students that any activity may have.
* Consider how students enter the room and the methods the teacher deploys to gain their attention.
* Note the way the teacher uses any time targets for activities.
* Note the forms of feedback that the teacher users, verbal or written, and any ways the student use this to improve.
* Reflect on how the teacher deals with misconceptions and the kinds of questions they ask.
* Speak to students in the class – what knowledge and understand have they been able to develop – both in this lesson and recent series of lessons.
* Ensure that you **thank** colleagues for allowing you to participate in their lesson.

### Professionalism

#### Attendance

Attendance and punctuality are important indicators of professional value and practice. The DfE requires completion of at least **120 days in school** during the SCITT course in order to gain QTS (qualified teacher status). All trainees are expected to achieve full attendance during professional placement and will be granted authorised absence from school only in exceptional circumstances.

* Please remember that you are an employee off your main employer school. You must ensure you follow all policies and practice of the school.
* For unexpected absence a trainee must inform the SCITT manager by 8.30am on each day of absence, and the school professional mentor by the time specified in school attendance policies or 8.30am, whichever is the earlier.

#### Appropriate dress and behaviour

Trainees need to present themselves in an appropriate and professional manner when at school. It is expected that they will treat pupils and colleagues with respect and dignity and will endeavour to make a positive contribution to the ethos of their placement school. Trainees should familiarise themselves with the school dress code for their school.

#### e-safety and social media

As a professional in training, trainees need to be mindful of their ‘footprint’ on social media sites. This is necessary both to model professionalism to the schools supporting their placement training and to protect themselves from any personal repercussions which may hinder their future in the teaching profession. Trainees should familiarise themselves with the school e-safety code for their placement school.

## Mentor and trainee responsibilities

#### Professional mentors

Each partner school will have a professional mentor, a senior teacher with experience of supporting ITE students. The professional mentor should manage the school’s ITE programme and ensure the school fulfils its partnership responsibilities.

##### Specific responsibilities include

* To provide trainees with information about the school.
* To ensure that the trainees have an appropriate space in which to work when not teaching.
* To ensure that the trainees have access to school facilities such as ICT, photocopying and other resources.
* To facilitate trainees’ access to information and learning experiences to enable them to meet the Teachers Standards.
* To ensure that the trainees have a structured programme of training on whole school issues during their placement.
* To understand how the school works formally and informally.
* To have an awareness of the ethos of the school and department.
* To gain appropriate knowledge and skills.
* To develop themselves in the context of their role.
* To develop appropriate values and professional standards.
* To assist trainees to achieve the Teachers Standards.
* To sample trainees’ teaching files and other documentation.
* To quality assure subject specific training through joint observations with the subject mentor.
* To designate a subject mentor to support the training.
* To co-ordinate the reviews of the trainees’ progress and writing reports.
* To discuss the outcomes and monitor the quality of the weekly meetings between mentor and trainee.
* To implement a formal school action plan for any trainee in danger of failing to achieve the teaching standards.
* To alert the SCITT to the need for a formal professional progress review if required.
* To ratify the final assessment of the trainees.
* To meet with the subject mentors on a regular basis.
* To conduct at least one joint observation with each subject mentor per year.
* To co-ordinate the work of the subject mentor in school and ensure that they have access to appropriate training and development.
* To evaluate the school’s ITE provision at least once per year.
* To liaise with the subject mentors including attendance at meetings.
* To be involved, where possible, in the selection and final assessment of trainees.

Your professional mentor will put together a programme of professional support and training and facilitate opportunities to complete placement tasks.

#### Subject mentors

Your mentor is your first ‘port of call’. They are someone who has gained accreditation through the SCITT. They will design your timetable and support you in your teaching. They will help you plan your lessons and facilitate any additional learning you need to do. Although they will not observe all of your lessons, they will perform the bulk of observations and will lead your weekly mentor meetings.

##### Specific responsibilities include:

* To arrange the trainees’ teaching timetable in accordance with the programme.
* To monitor trainee attendance during the placement.
* To advise the trainee on all aspects of lesson planning; observe and give written and oral feedback on the trainees’ teaching; set appropriate development targets which relate to their personal development towards meeting the teaching standards.
* To ensure the trainees have access to all data that is relevant to the classes in their timetable.
* To support the trainees in developing their subject knowledge.
* To know the teaching standards and apply them to the trainees’ every day practice.
* To provide the trainee with departmental policies, demonstrate how they relate to whole school policies and monitor their implementation.
* To train the trainee on how to use assessment data to inform planning for teaching and learning.
* To train the trainee in the use of ICT as a tool to enhance teaching and learning in their subject area.
* To observe the trainee at least once per week and review observations with the professional tutor as directed.
* To identify subject knowledge priorities for the trainee and alert the trainee to any CPD opportunities that will meet gaps, providing and directing the trainee to appropriate resources that will support the trainees’ pedagogical understanding.
* Where possible, to participate in the programme of observations to support trainee placements in other partner schools.
* To act as a mentor to individual trainees as they work towards the achievement of the Teachers’ Standards.
* To complete all paperwork required by the SCITT programme.
* monitor the QTS evidence file and trainee assessment record against the Teachers’ Standards 2012 and give appropriate feedback.
* To conduct a weekly timetabled review of the trainees’ progress and complete paperwork as required.
* To assist in the identification of the trainees’ personal development targets
* To ensure that trainees are observed teaching and given feedback on a weekly basis.
* To observe with the professional mentor or SCITT team at least once in each placement.
* To alert the professional mentor to their own professional development needs.
* To work closely with the professional mentor, programme manager and SCITT tutor to ensure consistency in the advice given to the trainee.
* To liaise with the professional mentor.
* To be involved, where possible, in the selection of trainees.
* To attend training provided by the SCITT, where required.

**Relationships**: The mentor should seek to establish a friendly, supportive and professional relationship with the trainee. Trainees will need to know about classroom organisation, procedures and routines including:

* systems of grouping within the class and school
* SEND including any intervention and personalised learning plans and pupils eligible for pupil premium
* approaches to behaviour management and discipline
* the roles of other adults in the classroom
* any setting arrangements
* use of ICT facilities
* homework
* safeguarding
* safety (first aid, evacuation)
* e-safety
* Child protection procedures

#### The role of the SCITT tutor

The SCITT tutor will oversee the training and placements for all trainees.

* liaise with the SCITT tutor regarding the specific placements of trainees for each professional placement.
* give prior notice of visits to school, usually arranging the subsequent visit before leaving the school after each visit.
* provide the trainee and the school with a copy of a written report (using observation pro forma) following an observation of the trainee's lesson and discussion with the SCITT tutor and trainee.
* act as a validator of the training process going on in school and ensure that the trainee is informed as to his/her progress against the Teachers’ Standards 2012 and his/her targets for development.
* inform the trainee of any serious shortcomings that might threaten the trainee's successful completion of the school experience.
* discuss with the mentor and the trainee the content of the summary report which will reflect the trainee’s overall performance on the professional placement. (The report will be written by the mentor with support from the school co-ordinator).
* provide group and individual tutorials as indicated in the Professional Studies timetable in the main course handbook.
* monitor the QTS evidence file and trainee assessment record against the Teachers’ Standards 2012 and give appropriate feedback.
* seek the school’s evaluation of the preparedness of the trainee for the professional placement and the quality of support provided by the university.

##### During placement, the SCITT tutor will:

* visit each trainee an agreed number of times during placements to observe lessons, or organise a visit from a quality assurance tutor.
* give oral and written feedback following each lesson observation.
* set appropriate targets for development and for successful achievement of QTS.
* read and review the trainee’s QTS file and assessment record at regular intervals
* on one of the agreed visits, conduct a joint observation with the subject mentor. Where possible the ensuing discussion will normally be a three‑way 'triangular' discussion to feedback and agree targets for development.

#### The role of the trainee

##### Wider-school aspects of school-based placements.

##### Trainees are expected to:

* be punctual, arriving at school no later than 8.30 am and not leaving before 4.00pm except in rare circumstances as negotiated with the mentor.
* set a good example to all pupils through their personal presentation and conduct, and through the standard of their spoken and written English.
* carry out, in a professional manner, reasonable tasks as required by the head teacher, professional and subject mentor.
* understand their pastoral responsibilities including the safeguarding, health and safety of all pupils. Manage any bullying or discrimination issues calmly.
* involve themselves in the general and corporate life of the school attending staff meetings and school events when invited. Trainee teachers cannot legally take full responsibility for playground supervision but will be expected to join a member of staff carrying out this duty two or three times during each professional placement. The trainee’s involvement in extra‑curricular activities is voluntary but such activity can be valuable and contribute to the standards of professional values and practice.
* establish professional and effective relationships with school staff, parents and pupils and with other agencies involved with the education and welfare of the pupils.
* maintain confidentiality, exercising tact at all times and respecting the confidentiality of both children and teachers.
* make themselves aware of school policies and procedures and, with the guidance of the school co-ordinator and mentor, apply them appropriately.
* return any resources or materials belonging to the school at the end of their placement.
* be aware of the wider context of education and that learning takes place both in and out of school.
* submit any grading, attendance or observation data to the SCITT tutor.

##### Specific professional aspects of classroom placement.

##### Trainees are expected to:

* plan and prepare allocated lessons in advance, and in close liaison with the mentor.
* assess work promptly in accordance with school policy.
* record an assessment of pupil progress resulting from the lesson as soon as possible afterwards.
* evaluate (in writing and for each lesson taught) the effectiveness of teaching and learning strategies as soon as possible after the lesson.
* establish and maintain school experience, assessment and resource files. Have them available in school at all times.
* listen to constructive advice and act upon it to the best of their ability.
* take responsibility for their own professional development.
* seek to further their experiences, set appropriate professional targets and evaluate their own performance honestly.
* build the subject knowledge required to teach effectively within the National Curriculum 2014. Endeavour to keep up-to-date with research and developments in the subject that they teach.
* demonstrate and collect evidence of achievement of the Teachers’ Standards necessary to achieve QTS.

## Support and lines of communication

We like to be fully approachable at the Alliance for Learning SCITT. The following guide should help you to select the right person to contact should you have any questions or concerns.

### Issues concerning professional practice and your professional development

This could include understanding what is required to develop as a teacher, to make and record progress against the standards and to teach particular concepts and topics.

### Issues concerning financial, medical or personal issues

### Issues concerning reporting & evaluation arrangements

## Subject Knowledge

Excellent subject knowledge is a key factor in excellent teaching. You are expected to make use of all opportunities to develop your subject knowledge, and to audit this development over the course of the programme. Your subject knowledge will be developed through your teaching, as well as a series of face to face training sessions, but it is vital that you take full responsibility for your own development, reading around your subject and requesting support when it is needed.

### The subject knowledge audit

Your subject knowledge audit is the first step in developing your pedagogical knowledge as a teacher. You should update your subject knowledge audit at the times indicted in the week by week guide, but you are able to update it at any point during the course as you see fit.

Subject knowledge audits are given to everyone who has been offered a place on our initial teacher training programme at the Alliance for Learning SCITT. The aim of the audit is to give you and your mentors an understanding of your up-to-date knowledge of the content and pedagogy of your subject.

We expect you to audit your knowledge against the KS3 and KS4 programmes of study. The audit is your opportunity to think about the content of what you will teach and the necessary skills you need to teach this content successfully.

Trainee teachers come from a range of backgrounds and we do not expect every trainee teacher to be at the same position, either at the start or during the course.

Strong teaching includes secure subject knowledge (Standard 3a), a critical understanding of the curriculum (Standard 3b), an ability to deal with misconceptions to plan teaching to build on pupil’s prior knowledge (Standard 2a) and the ability to promote a love of learning (Standard 4b).

You should look for opportunities to develop your subject knowledge and your teaching of key subject topics.

#### Subject knowledge audits

You should complete the subject knowledge audit for your subject area. The science audit will allow you to focus on your subject specialism but reflect on KS3 knowledge in other science subject areas.

1. Evaluation of qualified teacher status (QTS)

## The Teachers’ Standards (2012)

* The Teachers’ Standards 2012 are the DfE designated standards for trainee teachers, newly qualified teachers (NQT) and main scale teachers in state schools.
* Evidence of meeting each one of these standards is necessary in order for a trainee to be awarded qualified teacher status (QTS) at the end of the course.
  + As the same standards apply to teachers at various stages of their professional development, it is important to interpret them through a perspective that is appropriate to the stage of development
  + **It would not be reasonable to expect a trainee to meet Teachers’ Standards 2012 in an identical manner to that of a teacher with a few years of autonomous experience with his/her own class.**
* Trainees should review their QTS evidence file and record their reflections against the teachers’ standards in the trainee assessment record.

Evaluation of qualified teacher status is done through the analysis of these reflections alongside summative reports and quality assurance visits.

### Workload

The SCITT recognises the demands on workload that can result from the gathering of evidence for QTS. With this in mind we expect trainee to store key documentation into an evidence file as and when it happens, rather than collecting evidence from a wide range of sources. Trainee should not need to collect any additional evidence other than that which is generated due to their planning, teaching, evaluation and assessing.

### The Evidence Cycle

## The QTS evidence file

The QTS evidence file should be seen as the file that collates your school experience and evidence and will be used as the basis for your selection of final QTS evidence. The file needs to be organised in **chronological** order and filed by placement week number.

### Contents of the QTS evidence file

### The file should contain

##### Section 1 Subject knowledge

* A copy of your most up-to-date subject knowledge audit
* Evidence of any subject knowledge development conducted across the placement, including any in-school training

##### Section 2 Lesson documentation

* All lesson plans stored chronologically with completed reflections
* All formal lesson observations stored chronologically

##### Section 3 Reporting documentation

* Your most up-to-date mid-term review grading matrix
* Your most recent summative report

##### Section 4 Pupil progress documentation

* Copies of pupil work (photocopies/photographs etc)
* Copies of evidence of your marking and assessment, including pupil targets
* Copies of your mark book

#### Reviewing the QTS evidence file

Trainees, mentors and SCITT staff will review the contents of the QTS evidence file three times per placement, highlight good practice and make suggestions for further improvement. This will be recorded in the trainee assessment record.

## Reflections against the teachers’ standards

### The reflective journey

The key to gaining QTS is to use your practice and your mentor meetings to reflect on your progress and highlight the impact you make to your pupils. These reflections should be recorded on a weekly basis against the standards.

#### The process of reflection

The flow chart explains the process of evidence collection which leads to your summative report.

This process is explained in more detail in the following section.

### Trainee assessment record

#### Completing the trainee assessment record

Trainees should use the assessment record as a method of reflecting over progress against the teachers’ standards. Initial reflections will be based on observations of experienced colleagues and will demonstrate an *understanding* of the standards. As trainees increase their teaching time they will impact on pupils learning and will be able to reflect on the evidence of meeting these standards. Reflections should be based on a scrutiny of the QTS evidence file using evidence such as

* Lesson observation feedback
* Mentor meetings
* Pupils’ work
* Assessment and progress data

These reflections should be complied on a weekly basis in the assessment record. Trainees should summarise their progress against each standard by building evidence and focusing on pupil impact, as can be seen in the following example:

“My lesson planning has enabled pupils to make progress through the use of questioning techniques and differentiated activities from SCITT training. Good use of lesson time enables all pupils to be stretched whatever their ability.”

The assessment record will be fully reviewed on a termly basis and checked more regularly across the training year.

### The summative report

At the end of each placement, trainees are then expected to further summarise this information in preparation for the mentor’s final written summative report. Each trainee will complete their review section on the summative report before the mentor completes his or her section.

The example that follows focuses upon standard 2 and summarises the reflective reviews in the trainee assessment record.

“All of my lessons now promote excellent progress and outcomes for pupils. My planning consistently takes into account pupils’ prior knowledge which I link to both my medium-term planning and an individual lesson’s success criteria. Using reflective activities has enabled pupils to regularly demonstrate their progress. I have met my pupil progress target by making very good use of differentiated activities and focused formative assessment and this is demonstrated in summative assessment data.”

Mentor will moderate reflections and SCITT tutors will moderate and review all reports for additional evidence of meeting the standards. Final summative reports will include a mentor grade against the standards as based on the grading matrix

### Moderation interview

In the final weeks of the course all trainees will undergo a moderating interview with a SCITT partner. The aim of this interview will be for trainees to demonstrate their understanding of the standards and for staff to moderate the judgements of mentors. Trainees will be given the opportunity to highlight the progress their pupils have made over the course of their training placements.

### External moderation

In addition to the above, a sample of trainees are chosen for an external moderation activity. External moderators are individuals from other teacher training organisations who monitor the assessment judgements of the SCITT. This is usually done through the observation of teaching and scrutiny of trainee documentation.

1. Trainee assessment record

## Overview

This document allows you to record your development and evidence toward meetings the teachers’ standards. This reflection document should work alongside your QTS evidence folder and should be with you **at all times**.

### How to use the assessment record

This document is a week by week guide to your teaching placement. Each week contains four key sections: tasks, expectations, mentor meeting documentation and reflections.

#### Tasks

Tasks are designed to support your understanding of the teachers’ standards. You should write your response to each task in the space provided.

#### Expectations

This is a checklist of weekly expectations to support your placement and your development as a teacher. You should liaise with your mentor to ensure these expectations are met, or agree when your training should deviate from them. It is your responsibility to check each expectation as it is met.

#### Mentor meeting documentation

You should meet your mentor on a weekly basis, review teaching, set targets and record your progress against these targets. It is your responsibility to complete the mentor meeting documentation during your conversation with your mentor.

#### Reflections against the teachers’ standards

As noted in Chapter III you should complete a weekly reflection of your progress against the teachers’ standards. These reflections and the QTS evidence file that sits alongside them are the key factor in gaining qualified teacher status.

### Teaching placements

#### Mentor meetings

You should meet on a weekly basis with your classroom mentor. Where possible, this time should be indicated and blocked on your timetable. These meetings should be recorded by yourself on the mentor meeting form.

#### Pupil progress target

Pupil progress is inextricably linked to assessment, but this should be part of a wider discussion around the intelligent use of objectives and high-quality -assessment. Equally, linking to discussions on data, you should be able to understand baseline measures and targets that are specific to the context of the school. You will, in consultation with your classroom mentor, highlight a group for use as a progress group and complete the target form to highlight your subject specific target.

#### Collection of QTS evidence

Throughout your placements you must gather evidence of meeting the teachers’ standards (2012). This evidence will come from a range of sources including lesson planning forms, lesson reflections, lesson observation forms, mentor meetings, discussions with your professional mentors and SCITT tutors, SCITT and school-based training.

#### Reflecting on progress

The ability to reflect is vital and as soon as is possible after each lesson you must complete the final part of the lesson plan titled ‘reflection’. These reflections may be used to gather evidence of QTS and should form part of any discussions with your subject mentor and SCITT Tutor.

#### Summative report

At the end of each placement you will be given a summative report which will be written by your subject mentor and professional mentor. You will be graded against the teachers’ standards, making full use of the grading matrix. You will be given the opportunity to write your own reflection on the summative report and describe how you intend to meet your end of placement targets. **This must be sent by the lead mentor and not the trainee.**

## Main employment school

### Week by week guide

#### Overview

**A supported and developing teaching phase**

Trainees work closely with their subject mentor teacher to plan and deliver group and whole class lessons. They work within a structured framework to build up the curriculum range and the frequency of their teaching experience.

Trainees should aim to build to planning, teaching, evaluating and assessing for approximately 8 hours per week during the first term, leading to around 10-12 hours in the second term and 14-16 hours in the third term.

In this placement trainees will complete key SCITT tasks.

Over the academic year trainees will build their understanding to lead to greater independence and autonomy with their teaching, demonstrating skills in teaching a range of year groups and topics, as well as completing the final SCITT tasks.

#### Week 1: Main employment school

##### Task 1: school context

Complete a short description of the school using the school context proforma.

Complete this form to describe the context of your placement school. Gather this information from your professional and subject mentor as well as the DfE performance tables <https://www.compare-school-performance.service.gov.uk/>

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **School name** |  | | | |
| **Type of school (tick all that apply)**  State  Comprehensive  Secondary modern  Free School  Maintained school  PRU ☐ Special school  11 – 16  Single sex  Other  (give details) Independent  Grammar  Sixth form college  Academy  11 – 18  Mixed | | | | |
| **School population data** | | | **School** | **National** |
| Total number of pupils on roll | | |  |  |
| Percentage girls on roll | | |  |  |
| Percentage boys on roll | | |  |  |
| Percentage of pupils a statement of SEN or EHC plan | | |  |  |
| Pupils whose first language is not English | | |  |  |
| Pupils eligible for free school meals at any time during the past 6 years | | |  |  |
| Percentage of overall absence | | |  |  |
| Percentage of persistent absence | | |  |  |
| **Academic performance – school Y11** | | **All pupils** | **Disadvantaged pupils** | |
| Progress 8 score [National average = 0] | |  |  | |
| Attainment 8 score | |  |  | |
| Pupils achieving Grade 4 (or C) or better in English and maths GCSEs | |  |  | |
| Percentage of pupils achieving 4+ (or C+) in your subject | |  |  | |
| Grade C or better in all English Baccalaureate subjects | |  |  | |
| Pupils entering for the English Baccalaureate | |  |  | |
| Progress 8 score: English | |  |  | |
| Progress 8 score: Maths | |  |  | |
| Progress 8 score: English Baccalaureate slots | |  |  | |
| Progress 8 score: Open slots | |  |  | |
| **Academic performance – key groups Y11** | | **Number** | **Progress 8 score** | |
| Low attainers at KS2 | |  |  | |
| Middle attainers at KS2 | |  |  | |
| High attainers at KS2 | |  |  | |
| Pupils whose first language is not English | |  |  | |
| Girls | |  |  | |
| Boys | |  |  | |
| Non-mobile pupils | |  |  | |

##### Expectations for the week

Tour of the school including key areas: staff facilities, reprographics, contacts

Induction into school network/ICT systems

Health & safety induction

Safeguarding induction

Lesson observations of a range of classes

Opportunities to shadow pupils across the school day

Access to the school calendar for term

##### Reflection against the teachers’ standards (2012) from actions, observations or teaching

|  |
| --- |
| S1: Set high expectations which inspire, motivate and challenge pupils |
|  |
| S2: Promote good progress and outcomes by pupil |
|  |
| S3: Demonstrate good subject and curriculum knowledge |
|  |
| S4: Plan and Teach well structured Lessons |
|  |
| S5: Adapt teaching to respond to the strengths and needs of all pupils |
|  |
| S6: Make accurate and productive use of assessment |
|  |
| S7: Manage behaviour effectively to ensure a good and safe learning environment |
|  |
| S8: Fulfil Wider Professional Responsibilities |
|  |

#### Week 2: Main employment school

##### Task 2: Departmental planning (Standard 4)

Read and describe the departmental schemes of work (SoW). Are they lesson by lesson schemes or medium-term plans or both? Include some examples and extracts from the SoW and how they are used by the department. (300 - 400 words)

|  |
| --- |
|  |

##### Expectations for the week

**Mentor meeting**: review current areas for development in **subject knowledge**

Observe at least 8 lessons and reflect on the teachers’ standards

Complete school induction questionnaire (online)

Observe a lesson and then retrospective plan the lesson using the SCITT planning form

Teach a starter or lesson section

Work with a small group (eg most able) to support a teacher

Plan to teach 2 lessons next week

Review safeguarding induction

##### Safeguarding induction

Please indicate that you have been provided with the following:

The school child protection policy

The staff behaviour policy (or code of conduct)

A meeting with the designated safeguarding lead

A copy of *Keeping Children Safe in Education*

##### Reflection against the teachers’ standards (2012) from actions, observations or teaching

|  |
| --- |
| S1: Set high expectations which inspire, motivate and challenge pupils |
|  |
| S2: Promote good progress and outcomes by pupil |
|  |
| S3: Demonstrate good subject and curriculum knowledge |
|  |
| S4: Plan and Teach well structured Lessons |
|  |
| S5: Adapt teaching to respond to the strengths and needs of all pupils |
|  |
| S6: Make accurate and productive use of assessment |
|  |
| S7: Manage behaviour effectively to ensure a good and safe learning environment |
|  |
| S8: Fulfil Wider Professional Responsibilities |
|  |

#### Week 3: Main employment school

##### Task 3: Behaviour for learning (Standard 7)

Observe a lesson taught in your subject and a lesson taught in a different subject. Compare the strategies used to embed behaviour for learning. (200 – 300 words)

|  |
| --- |
|  |

##### Expectations for the week

**Mentor meeting**: discuss behaviour management strategies

Teach at least 1- 2 hours this week

Act as a teaching assistant from this week onwards with one class

**Formal observation** of teaching

Plan to teach 4 lessons next week

##### Reflection against the teachers’ standards (2012) from actions, observations or teaching

|  |
| --- |
| S1: Set high expectations which inspire, motivate and challenge pupils |
|  |
| S2: Promote good progress and outcomes by pupil |
|  |
| S3: Demonstrate good subject and curriculum knowledge |
|  |
| S4: Plan and Teach well structured Lessons |
|  |
| S5: Adapt teaching to respond to the strengths and needs of all pupils |
|  |
| S6: Make accurate and productive use of assessment |
|  |
| S7: Manage behaviour effectively to ensure a good and safe learning environment |
|  |
| S8: Fulfil Wider Professional Responsibilities |
|  |

#### Week 4: Main employment school

##### Task 4: Assessment (Standards 5 and 6)

Observe a lesson and highlight the method(s) used by the teacher to assess pupil progress. How do the pupils recognise the progress they have made? (200 – 300 words)

|  |
| --- |
|  |

##### Expectations for the week

**Mentor meeting**: review progress against the grading matrix

Ensure marking/assessment competed as required

Discuss and complete **pupil progress** target

**Formal observation** of teaching

Teach 4 hours this week

**Subject knowledge**: Update subject knowledge audit

##### Pupil progress target

|  |  |
| --- | --- |
| Class |  |
| Subject |  |
| Summary of baseline data |  |
| Pupil progress target (how will it be measured? What things will you do with the class? What support will you need?) |  |

##### Reflection against the teachers’ standards (2012) from actions, observations or teaching

|  |
| --- |
| S1: Set high expectations which inspire, motivate and challenge pupils |
|  |
| S2: Promote good progress and outcomes by pupil |
|  |
| S3: Demonstrate good subject and curriculum knowledge |
|  |
| S4: Plan and Teach well structured Lessons |
|  |
| S5: Adapt teaching to respond to the strengths and needs of all pupils |
|  |
| S6: Make accurate and productive use of assessment |
|  |
| S7: Manage behaviour effectively to ensure a good and safe learning environment |
|  |
| S8: Fulfil Wider Professional Responsibilities |
|  |

#### Week 5: Main employment school

##### Task 5: SMSC (Standard 8)

Observe a lesson in your subject and reflect on how social, moral, spiritual or cultural knowledge and skills were embedded into the lesson (200-300 words)

|  |
| --- |
|  |

##### Expectations for the week

**Mentor meeting**: discuss differentiation and pupil groups (eg SEND, HAPs, LAPs, Pupil premium)

Teach 4 to 6 hours this week

Review actions for **pupil progress** target

Self-reflection of QTS evidence file

**Formal observation** of teaching

##### QTS evidence file: Self reflection

Complete a self-reflection of your QTS file and highlight necessary actions for improvement

* Subject knowledge audit
* Lesson plans
* Lesson observations
* Reviewed grading matrix
* Pupil work
* Evidence of marking/assessment

###### Actions for improvement

|  |
| --- |
|  |

##### Reflection against the teachers’ standards (2012) from actions, observations or teaching

|  |
| --- |
| S1: Set high expectations which inspire, motivate and challenge pupils |
|  |
| S2: Promote good progress and outcomes by pupil |
|  |
| S3: Demonstrate good subject and curriculum knowledge |
|  |
| S4: Plan and Teach well structured Lessons |
|  |
| S5: Adapt teaching to respond to the strengths and needs of all pupils |
|  |
| S6: Make accurate and productive use of assessment |
|  |
| S7: Manage behaviour effectively to ensure a good and safe learning environment |
|  |
| S8: Fulfil Wider Professional Responsibilities |
|  |

#### Week 6: Main employment school

##### Task 6: Questioning (Standards 2, 3, 5, 6)

Observe a lesson and **write down all of the questions** that are asked by the teacher. Classify these questions into different types. Reflect on the effectiveness of these questions.

Example question types – note that a question may fit into one or more of these types

* Closed questions – require short, limited choice, often one-word answers
* Open question – allow longer, more creative and individual answers.
* Leading questions – point the response into a certain direction
* Recall questions – requires the student to recall information or facts
* Process questions - require deeper thought, analysis, explanation or opinion
* Rhetorical questions – do not require an answer eg “Can’t you do anything right?”
* Managerial questions – are not to do with the learning but, for example, behaviour.

|  |  |  |
| --- | --- | --- |
| Question | Question type | Reflection/effectiveness |
|  |  |  |

##### Expectations for the week

**Mentor meeting**: review progress against the grading matrix

Teach 6 to 8 hours this week

**Formal observation** of teaching

Identify at least one extra-curricular activity

Complete SCITT interim questionnaire (online)

Mentor **review** of QTS evidence file

##### QTS evidence file: Mentor review

Your mentor should review your QTS file and highlight necessary actions for improvement

* Subject knowledge audit
* Lesson plans
* Lesson observations
* Reviewed grading matrix
* Pupil work
* Evidence of marking/assessment

###### Actions for improvement

|  |
| --- |
|  |

##### Reflection against the teachers’ standards (2012) from actions, observations or teaching

|  |
| --- |
| S1: Set high expectations which inspire, motivate and challenge pupils |
|  |
| S2: Promote good progress and outcomes by pupil |
|  |
| S3: Demonstrate good subject and curriculum knowledge |
|  |
| S4: Plan and Teach well structured Lessons |
|  |
| S5: Adapt teaching to respond to the strengths and needs of all pupils |
|  |
| S6: Make accurate and productive use of assessment |
|  |
| S7: Manage behaviour effectively to ensure a good and safe learning environment |
|  |
| S8: Fulfil Wider Professional Responsibilities |
|  |

#### Week 7: Main employment school

##### Task 7: Marking and feedback (Standard 6)

Read a copy of the school or departmental marking policy and describe its implementation and effectiveness. Include some examples and extract form the policy to support your writing. (300 - 400 words).

|  |
| --- |
|  |

##### Expectations for the week

**Mentor meeting**: discuss targets for remainder of placement

Mid-term review A1

Teach 8 hours this week

Review actions for **pupil progress** target

**Formal observation** of teaching

##### Reflection against the teachers’ standards (2012) from actions, observations or teaching

|  |
| --- |
| S1: Set high expectations which inspire, motivate and challenge pupils |
|  |
| S2: Promote good progress and outcomes by pupil |
|  |
| S3: Demonstrate good subject and curriculum knowledge |
|  |
| S4: Plan and Teach well structured Lessons |
|  |
| S5: Adapt teaching to respond to the strengths and needs of all pupils |
|  |
| S6: Make accurate and productive use of assessment |
|  |
| S7: Manage behaviour effectively to ensure a good and safe learning environment |
|  |
| S8: Fulfil Wider Professional Responsibilities |
|  |

#### Week 8: Main employment school

Half term break

Reading week. Use this time to relax and refresh and catch up on any filing or planning

#### Week 9: Main employment school

##### Task 8: Review of part 2 of the standards

Self-reflect against part two of the standards and highlight examples of areas you can identify in your practice

maintaining of professional confidentiality

punctual and prepared for lessons

following procedures for reporting their own absence or lateness, and making suggestions for cover work for their classes

registering classes and coding absences

helping children and young people to become confident and successful learners

addressing the class in ways which demonstrate authority and mutual respect; e.g. learning pupil names and using them

aware of relevant issues in the classes they teach and talking with support staff and pastoral staff about the needs of pupils

discussing any concerns about children with relevant colleagues e.g. notify the relevant member of staff relating to academic and pastoral matters (usual class teacher/form tutor for emotionally distressed pupils)

meeting with the SENCO and other support staff to ensure understanding of schools’ approach to SEN and disability

sensitive to social background, ethnicity and religious beliefs when interacting with children. This may be evident in lesson observations and/or their evaluations.

clear which of their own personal beliefs may be sensitive and plan ways to respond to pupils if they arise within the school situations

taking responsibility for maintaining the quality of their teaching practice, upholding the values of the teaching profession and working as part of a team and co-operate with other professional colleagues

dealing appropriately with incidents of intolerance or prejudice when they arise in the classroom or  elsewhere in the school e.g. racism, homophobia, sexism, religious prejudice, personal appearance

demonstrating an understanding of the child protection procedures in the school

clear who to contact when issues arise e.g. know who the named child protection person is within the school and follow policy relating to child protection

knowledgeable about the relevant school policies and statutory regulatory frameworks in relation to promoting values/ethos and able to explain how these policies inform their own planning and teaching  e.g. in relation to EAL, SEN, literacy, behaviour; and promoting good relations between groups

aware of cyber bullying, e-safety and appropriate use of personal data and social media

aware of fire procedures, health and safety measures, first aiders etc

aware of their statutory professional responsibilities including the requirement to promote equal opportunities and to provide reasonable adjustments for pupils with disabilities, as provided for in current Equalities legislation

aware of any tensions or difficulties in the school as a whole or in the classes they teach, and know what to do about this

putting the wellbeing, development and progress of children and young people first

demonstrating respect for diversity and promote equality and striving to establish productive partnerships with parents and carers

demonstrating honesty and integrity and uphold public trust and confidence in the teaching profession

adheres to appropriate professional dress requirements for the context in which they are working

##### Expectations for the week

**Mentor meeting**: review progress against the Grading matrix

Teach 8 hours this week

Self-review of QTS evidence file

Review actions for **pupil progress** target

**Formal observation** of teaching

##### QTS evidence file: Self reflection

Complete a self-reflection of your QTS file and highlight necessary actions for improvement

* Subject knowledge audit
* Lesson plans
* Lesson observations
* Reviewed grading matrix
* Pupil work
* Evidence of marking/assessment

###### Actions for improvement

|  |
| --- |
|  |

##### Reflection against the teachers’ standards (2012) from actions, observations or teaching

|  |
| --- |
| S1: Set high expectations which inspire, motivate and challenge pupils |
|  |
| S2: Promote good progress and outcomes by pupil |
|  |
| S3: Demonstrate good subject and curriculum knowledge |
|  |
| S4: Plan and Teach well structured Lessons |
|  |
| S5: Adapt teaching to respond to the strengths and needs of all pupils |
|  |
| S6: Make accurate and productive use of assessment |
|  |
| S7: Manage behaviour effectively to ensure a good and safe learning environment |
|  |
| S8: Fulfil Wider Professional Responsibilities |
|  |

#### Week 10: Main employment school

##### Task 9: Hinge questions (Standard 6)

Design a collection of ten hinge questions for use in the assessment of one topic in your subject area

##### Expectations for the week

**Mentor meeting**: review current areas for development in **subject knowledge**

Teach 8 hours this week

Lead a form time or assembly activity

**Formal observation** of teaching

##### Reflection against the teachers’ standards (2012) from actions, observations or teaching

|  |
| --- |
| S1: Set high expectations which inspire, motivate and challenge pupils |
|  |
| S2: Promote good progress and outcomes by pupil |
|  |
| S3: Demonstrate good subject and curriculum knowledge |
|  |
| S4: Plan and Teach well structured Lessons |
|  |
| S5: Adapt teaching to respond to the strengths and needs of all pupils |
|  |
| S6: Make accurate and productive use of assessment |
|  |
| S7: Manage behaviour effectively to ensure a good and safe learning environment |
|  |
| S8: Fulfil Wider Professional Responsibilities |
|  |

#### Week 11: Main employment school

##### Task 10: INSET review (INSET – In-Service Training)

List the INSET training activities that you have been able; to participate in during your placement. Include whole school and departmental INSET

|  |
| --- |
|  |

##### Expectations for the week

**Mentor meeting**: review understanding of assessment

Teach 8 hours this week

Update **subject knowledge** audit

**Formal review** of **pupil progress** target

**Formal observation** of teaching

##### Pupil progress target – formal review

|  |  |
| --- | --- |
| Class |  |
| Subject |  |
| Summary of baseline data |  |
| Pupil progress (What progress did pupils makes towards your target? What caused this progress?) |  |

##### Reflection against the teachers’ standards (2012) from actions, observations or teaching

|  |
| --- |
| S1: Set high expectations which inspire, motivate and challenge pupils |
|  |
| S2: Promote good progress and outcomes by pupil |
|  |
| S3: Demonstrate good subject and curriculum knowledge |
|  |
| S4: Plan and Teach well structured Lessons |
|  |
| S5: Adapt teaching to respond to the strengths and needs of all pupils |
|  |
| S6: Make accurate and productive use of assessment |
|  |
| S7: Manage behaviour effectively to ensure a good and safe learning environment |
|  |
| S8: Fulfil Wider Professional Responsibilities |
|  |

#### Week 12: Main employment school

##### Task 11: Summative report reflection

Complete a reflection of progress against each standard and discuss this with your mentor. This should be completed on the official summative report document.

##### Expectations for the week

**Mentor meeting**: Review of grading matrix in preparation for Summative Report A2

Complete **reflection** for **summative report**

Teach 8 hours this week

**Formal review** of **pupil progress** target (if not done)

**Formal observation** of teaching

##### Reflection against the teachers’ standards (2012) from actions, observations or teaching

|  |
| --- |
| S1: Set high expectations which inspire, motivate and challenge pupils |
|  |
| S2: Promote good progress and outcomes by pupil |
|  |
| S3: Demonstrate good subject and curriculum knowledge |
|  |
| S4: Plan and Teach well structured Lessons |
|  |
| S5: Adapt teaching to respond to the strengths and needs of all pupils |
|  |
| S6: Make accurate and productive use of assessment |
|  |
| S7: Manage behaviour effectively to ensure a good and safe learning environment |
|  |
| S8: Fulfil Wider Professional Responsibilities |
|  |

#### Week 13: Main employment school

##### Expectations for the week

**Mentor meeting**: Discuss targets for next term

Teach 8 hours this week

**Formal observation** of teaching

Mentor to complete **summative report A2**

Complete end of placement questionnaire (online)

Mentor to complete SCITT evaluation (online)

## Alternate Key Stage Experience

#### Week 14: Key Stage Two experience

#### Reasons for undertaking the KS2 Placement

##### The Purpose

This placement provides you with experience in the Key Stage preceding Key Stage 3 to enable you to understand the similarities and differences between primary and secondary education. You will see how teaching and learning is developed to allow pupils greater independence, but you should also see the challenges that this produces.

It will also help you to understand the links and continuity between the KS2 Curriculum and the KS3 curriculum.

##### Intended Outcomes

By the end of this week you should

* Develop an understanding of how the characteristics of primary learning and the factors that go into lesson planning for secondary teaching – mainly of English and maths but also of your secondary subject if different.
* Observe pupils and begin to assess their attainment in relation to Key Stage 2 programmes of study and assessment objectives.
* Be able to identify, from your observations, key teaching strategies and consider how these reflect the secondary curriculum.
* Reflect on the support necessary to enable children to prepare for the transition from KS2 to KS3.
* Scrutinise the learning environment in KS2 settings and evaluate the effectiveness of this and other resources in promoting and supporting learning.
* Understand the development in subject knowledge necessary to teach in a primary environment.
* Evaluate and relate your experiences during the placement to the Standards.

#### Week 15: Key Stage 5 experience

#### Reasons for undertaking the KS5 Placement

##### The Purpose

This placement provides you with experience in the Key Stage following Key Stage 4 to enable you to understand the similarities and differences between pre- and post-16 education. You will see how teaching and learning is developed to allow pupils greater independence, but you should also see the challenges that this produces.

It will also help you to understand the links and continuity between the GCSE Curriculum and the post-16 curriculum, especially, but not exclusively at A Level.

##### Intended Outcomes

By the end of this week you should

* Develop an understanding of how the characteristics of post-16 learning and the factors that go into lesson planning for post-16 teaching.
* Observe young adults and begin to assess their attainment in relation to Key Stage 5 programmes of study and assessment objectives
* Be able to identify, from your observations, key teaching strategies and consider how these reflect the post-16 curriculum
* Scrutinise the learning environment in KS5 settings and evaluate the effectiveness of this and other resources in promoting and supporting learning
* Understand the development in subject knowledge necessary to teach in a post-16 environment
* Evaluate and relate your experiences during the placement to the Standards.

## Main employment school

### Week by week guide

#### Overview

##### The main employment developmental phase

In this term trainees will be given the opportunity to develop their teaching further. They will build up their teaching timetable to planning, teaching, evaluating and assessing for approximately 9 hours per week and teach a range of year groups gaining greater independence as the term develops, including support of key examination groups. In this term trainees will complete key SCITT tasks.

Trainee should immerse themselves in the extra-curricular life of the school.

#### Week 16: Main employment school

##### Task 1: Expert learners (Standard 2)

Speak to a group of students about the processes they go through before and during a task - see Ertmer & Newby (1996) for suggestions. Summarise these processes. (200 - 300 words).

|  |
| --- |
|  |

##### Expectations for the week

**Mentor meeting**: discuss planning across a series of lessons

Teach 8-10 hours this week

**Formal observation** of teaching

Plan to teach 6 hour-long lessons after break

Self-reflection of QTS evidence file

##### QTS evidence file: Self reflection

Complete a self-reflection of your QTS file and highlight necessary actions for improvement

* Subject knowledge audit
* Lesson plans
* Lesson observations
* Reviewed grading matrix
* Pupil work
* Evidence of marking/assessment

###### Actions for improvement

|  |
| --- |
|  |

##### Reflection against the teachers’ standards (2012) from actions, observations or teaching

|  |
| --- |
| S1: Set high expectations which inspire, motivate and challenge pupils |
|  |
| S2: Promote good progress and outcomes by pupil |
|  |
| S3: Demonstrate good subject and curriculum knowledge |
|  |
| S4: Plan and Teach well structured Lessons |
|  |
| S5: Adapt teaching to respond to the strengths and needs of all pupils |
|  |
| S6: Make accurate and productive use of assessment |
|  |
| S7: Manage behaviour effectively to ensure a good and safe learning environment |
|  |
| S8: Fulfil Wider Professional Responsibilities |
|  |

#### Weeks 17 & 18: Main employment school

Christmas break

#### Week 19: Main employment school

##### Task 2: Creativity (Standard 2, 3)

Analyse departmental schemes of work and describe any opportunities that encourage pupils to be independent and creative learners (200 – 300 words)

|  |
| --- |
|  |

##### Expectations for the week

**Mentor meeting**: review current areas for development in **subject knowledge**

Mentor **review** of QTS evidence file

Teach at least 8 hours this week

**Formal observation** of teaching

Plan to teach 10-12 lessons next week

Identify at least one extra-curricular activity

##### QTS evidence file: Mentor review

Your mentor should review your QTS file and highlight necessary actions for improvement

* Subject knowledge audit
* Lesson plans
* Lesson observations
* Reviewed grading matrix
* Pupil work
* Evidence of marking/assessment

###### Actions for improvement

|  |
| --- |
|  |

##### Reflection against the teachers’ standards (2012) from actions, observations or teaching

|  |
| --- |
| S1: Set high expectations which inspire, motivate and challenge pupils |
|  |
| S2: Promote good progress and outcomes by pupil |
|  |
| S3: Demonstrate good subject and curriculum knowledge |
|  |
| S4: Plan and Teach well structured Lessons |
|  |
| S5: Adapt teaching to respond to the strengths and needs of all pupils |
|  |
| S6: Make accurate and productive use of assessment |
|  |
| S7: Manage behaviour effectively to ensure a good and safe learning environment |
|  |
| S8: Fulfil Wider Professional Responsibilities |
|  |

#### Week 20: Main employment school

##### Task 3: Creativity 2 (Standards 3, 4, 5)

Teach a lesson or series of lessons that allow pupils to engage with your subject in a creative way. Reflect on the impact on pupils. (200 – 300 words)

|  |
| --- |
|  |

##### Expectations for the week

**Mentor meeting**: review progress against the grading matrix

Teach at least 10 hours this week

**Formal observation** of teaching

Plan to teach 12 hours next week

Discuss and complete **pupil progress** target

##### Pupil progress target

|  |  |
| --- | --- |
| Class |  |
| Subject |  |
| Summary of baseline data |  |
| Pupil progress target (how will it be measured? What things will you do with the class? What support will you need?) |  |

##### Reflection against the teachers’ standards (2012) from actions, observations or teaching

|  |
| --- |
| S1: Set high expectations which inspire, motivate and challenge pupils |
|  |
| S2: Promote good progress and outcomes by pupil |
|  |
| S3: Demonstrate good subject and curriculum knowledge |
|  |
| S4: Plan and Teach well structured Lessons |
|  |
| S5: Adapt teaching to respond to the strengths and needs of all pupils |
|  |
| S6: Make accurate and productive use of assessment |
|  |
| S7: Manage behaviour effectively to ensure a good and safe learning environment |
|  |
| S8: Fulfil Wider Professional Responsibilities |
|  |

#### Week 21: Main employment school

##### Task 4: Working with parents (Standard 5)

Arrange to spend some time observing/participating in at least one parents evening and when this takes place reflect on the key challenges and the techniques used teachers when speaking to parents. (200 - 300 words

|  |
| --- |
|  |

##### Expectations for the week

**Mentor meeting**: discuss planning across a series of lessons

Teach at least 12 hours this week

**Formal observation** of teaching

##### Reflection against the teachers’ standards (2012) from actions, observations or teaching

|  |
| --- |
| S1: Set high expectations which inspire, motivate and challenge pupils |
|  |
| S2: Promote good progress and outcomes by pupil |
|  |
| S3: Demonstrate good subject and curriculum knowledge |
|  |
| S4: Plan and Teach well structured Lessons |
|  |
| S5: Adapt teaching to respond to the strengths and needs of all pupils |
|  |
| S6: Make accurate and productive use of assessment |
|  |
| S7: Manage behaviour effectively to ensure a good and safe learning environment |
|  |
| S8: Fulfil Wider Professional Responsibilities |
|  |

#### Week 22: Main employment school

##### Expectations for the week

**Mentor meeting**: review current areas for development in **subject knowledge**

Teach at least 12 hours this week

**Formal observation** of teaching

Identify at least one extra-curricular activity

##### Reflection against the teachers’ standards (2012) from actions, observations or teaching

|  |
| --- |
| S1: Set high expectations which inspire, motivate and challenge pupils |
|  |
| S2: Promote good progress and outcomes by pupil |
|  |
| S3: Demonstrate good subject and curriculum knowledge |
|  |
| S4: Plan and Teach well structured Lessons |
|  |
| S5: Adapt teaching to respond to the strengths and needs of all pupils |
|  |
| S6: Make accurate and productive use of assessment |
|  |
| S7: Manage behaviour effectively to ensure a good and safe learning environment |
|  |
| S8: Fulfil Wider Professional Responsibilities |
|  |

#### Week 23: Main employment school

##### Expectations for the week

**Mentor meeting**: review progress against the grading matrix

Teach at least 12 hours this week

**Formal observation** of teaching

Plan to teach 12 lessons next week

Review actions for **pupil progress** target

##### Reflection against the teachers’ standards (2012) from actions, observations or teaching

|  |
| --- |
| S1: Set high expectations which inspire, motivate and challenge pupils |
|  |
| S2: Promote good progress and outcomes by pupil |
|  |
| S3: Demonstrate good subject and curriculum knowledge |
|  |
| S4: Plan and Teach well structured Lessons |
|  |
| S5: Adapt teaching to respond to the strengths and needs of all pupils |
|  |
| S6: Make accurate and productive use of assessment |
|  |
| S7: Manage behaviour effectively to ensure a good and safe learning environment |
|  |
| S8: Fulfil Wider Professional Responsibilities |
|  |

#### Week 24: Main employment school

##### Expectations for the week

**Mentor meeting**: discuss targets for remainder of placement

Mid-term review B1

Teach at least 12 hours this week

**Formal observation** of teaching

Update subject knowledge audit

##### Reflection against the teachers’ standards (2012) from actions, observations or teaching

|  |
| --- |
| S1: Set high expectations which inspire, motivate and challenge pupils |
|  |
| S2: Promote good progress and outcomes by pupil |
|  |
| S3: Demonstrate good subject and curriculum knowledge |
|  |
| S4: Plan and Teach well structured Lessons |
|  |
| S5: Adapt teaching to respond to the strengths and needs of all pupils |
|  |
| S6: Make accurate and productive use of assessment |
|  |
| S7: Manage behaviour effectively to ensure a good and safe learning environment |
|  |
| S8: Fulfil Wider Professional Responsibilities |
|  |

#### Week 25: Main employment school

Half term break

Reading week. Use this time to relax and refresh and catch up on any filing or planning.

Some school placements may have week 26 as half-term week. Adapt this assessment record as appropriate by switching documentation for weeks 25 and 26.

##### Reflection against the teachers’ standards (2012) from actions, observations or teaching

|  |
| --- |
| S1: Set high expectations which inspire, motivate and challenge pupils |
|  |
| S2: Promote good progress and outcomes by pupil |
|  |
| S3: Demonstrate good subject and curriculum knowledge |
|  |
| S4: Plan and Teach well structured Lessons |
|  |
| S5: Adapt teaching to respond to the strengths and needs of all pupils |
|  |
| S6: Make accurate and productive use of assessment |
|  |
| S7: Manage behaviour effectively to ensure a good and safe learning environment |
|  |
| S8: Fulfil Wider Professional Responsibilities |
|  |

#### Week 26: Main employment school

##### Expectations for the week

**Mentor meeting**: discuss actions following mid-term review

Teach at least 12 hours this week

**Formal observation** of teaching

Lead a form time or assembly activity

Review actions for **pupil progress** target

Self-reflection of QTS evidence file

##### QTS evidence file: Self reflection

Complete a self-reflection of your QTS file and highlight necessary actions for improvement

* Subject knowledge audit
* Lesson plans
* Lesson observations
* Reviewed grading matrix
* Pupil work
* Evidence of marking/assessment

###### Actions for improvement

|  |
| --- |
|  |

##### Reflection against the teachers’ standards (2012) from actions, observations or teaching

|  |
| --- |
| S1: Set high expectations which inspire, motivate and challenge pupils |
|  |
| S2: Promote good progress and outcomes by pupil |
|  |
| S3: Demonstrate good subject and curriculum knowledge |
|  |
| S4: Plan and Teach well structured Lessons |
|  |
| S5: Adapt teaching to respond to the strengths and needs of all pupils |
|  |
| S6: Make accurate and productive use of assessment |
|  |
| S7: Manage behaviour effectively to ensure a good and safe learning environment |
|  |
| S8: Fulfil Wider Professional Responsibilities |
|  |

#### Week 27: Main employment school

##### Expectations for the week

**Mentor meeting**: review progress against the grading matrix

Teach at least 12 hours this week

**Formal observation** of teaching

If not done so, lead on an item in a departmental activity or meeting

Mentor **review** of QTS evidence file

##### QTS evidence file: Mentor review

Your mentor should review your QTS file and highlight necessary actions for improvement

* Subject knowledge audit
* Lesson plans
* Lesson observations
* Reviewed grading matrix
* Pupil work
* Evidence of marking/assessment

###### Actions for improvement

|  |
| --- |
|  |

##### Reflection against the teachers’ standards (2012) from actions, observations or teaching

|  |
| --- |
| S1: Set high expectations which inspire, motivate and challenge pupils |
|  |
| S2: Promote good progress and outcomes by pupil |
|  |
| S3: Demonstrate good subject and curriculum knowledge |
|  |
| S4: Plan and Teach well structured Lessons |
|  |
| S5: Adapt teaching to respond to the strengths and needs of all pupils |
|  |
| S6: Make accurate and productive use of assessment |
|  |
| S7: Manage behaviour effectively to ensure a good and safe learning environment |
|  |
| S8: Fulfil Wider Professional Responsibilities |
|  |

#### Week 28: Main employment school

##### Expectations for the week

**Mentor meeting**: focus on differentiation and assessment

Teach at least 12 hours this week

**Formal observation** of teaching

**Formal review** of **pupil progress** target

##### Pupil progress target – formal review

|  |  |
| --- | --- |
| Class |  |
| Subject |  |
| Summary of baseline data |  |
| Pupil progress (What progress did pupils makes towards your target? What caused this progress?) |  |

##### Reflection against the teachers’ standards (2012) from actions, observations or teaching

|  |
| --- |
| S1: Set high expectations which inspire, motivate and challenge pupils |
|  |
| S2: Promote good progress and outcomes by pupil |
|  |
| S3: Demonstrate good subject and curriculum knowledge |
|  |
| S4: Plan and Teach well structured Lessons |
|  |
| S5: Adapt teaching to respond to the strengths and needs of all pupils |
|  |
| S6: Make accurate and productive use of assessment |
|  |
| S7: Manage behaviour effectively to ensure a good and safe learning environment |
|  |
| S8: Fulfil Wider Professional Responsibilities |
|  |

#### Week 29: Main employment school

##### Expectations for the week

**Mentor meeting**: discuss areas for development in subject knowledge

Teach at least 12 hours this week

**Formal observation** of teaching

**Formal review** of **pupil progress** target (if not done)

Complete SCITT Spring **support survey** (online)

##### Reflection against the teachers’ standards (2012) from actions, observations or teaching

|  |
| --- |
| S1: Set high expectations which inspire, motivate and challenge pupils |
|  |
| S2: Promote good progress and outcomes by pupil |
|  |
| S3: Demonstrate good subject and curriculum knowledge |
|  |
| S4: Plan and Teach well structured Lessons |
|  |
| S5: Adapt teaching to respond to the strengths and needs of all pupils |
|  |
| S6: Make accurate and productive use of assessment |
|  |
| S7: Manage behaviour effectively to ensure a good and safe learning environment |
|  |
| S8: Fulfil Wider Professional Responsibilities |
|  |

#### Week 30: Main employment school

##### Expectations for the week

**Mentor meeting**: Review of grading matrix in preparation for Summative Report B2

Complete **reflection** for **summative report**

Teach at least 12 hours this week

**Formal observation** of teaching

Complete spring development survey (online)

##### Reflection against the teachers’ standards (2012) from actions, observations or teaching

|  |
| --- |
| S1: Set high expectations which inspire, motivate and challenge pupils |
|  |
| S2: Promote good progress and outcomes by pupil |
|  |
| S3: Demonstrate good subject and curriculum knowledge |
|  |
| S4: Plan and Teach well structured Lessons |
|  |
| S5: Adapt teaching to respond to the strengths and needs of all pupils |
|  |
| S6: Make accurate and productive use of assessment |
|  |
| S7: Manage behaviour effectively to ensure a good and safe learning environment |
|  |
| S8: Fulfil Wider Professional Responsibilities |
|  |

#### Week 31: Main employment school

##### Expectations for the week

**Mentor meeting**: Discuss targets for contrast placement

Teach at least 12 hours this week

**Formal observation** of teaching

Mentor to complete **summative report B2**

Update subject knowledge audit

Complete end of placement questionnaire (online)

Mentor to complete SCITT evaluation (online)

#### Weeks 32 & 33: Main employment school

Easter break

## Contrast school

## Week by week guide

#### Overview

##### The contrasting development phase

In this placement trainee will undergo a 4-week placement of teaching in a contrasting school as agreed by employer and SCITT.

During this placement trainees will build to independence by demonstrating their transferable skill to a new school environment. It is expected that trainee begin teaching quickly

Trainees should aim to build to planning, teaching, evaluating and assessing for approximately 8 hours per week

It is vital that trainee makes contact with the contrast school prior to their first day to ensure they can prepare for teaching.

#### Week 34: Contrast school

##### Task 1: school context

Complete a short description of the school using the school context proforma.

Complete this form to describe the context of your placement school. Gather this information from your professional and subject mentor as well as the DfE performance tables <https://www.compare-school-performance.service.gov.uk/>

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **School name** |  | | | |
| **Type of school (tick all that apply)**  State  Comprehensive  Secondary modern  Free School  Maintained school  PRU ☐ Special school  11 – 16  Single sex  Other  (give details) Independent  Grammar  Sixth form college  Academy  11 – 18  Mixed | | | | |
| **School population data** | | | **School** | **National** |
| Total number of pupils on roll | | |  |  |
| Percentage girls on roll | | |  |  |
| Percentage boys on roll | | |  |  |
| Percentage of pupils a statement of SEN or EHC plan | | |  |  |
| Pupils whose first language is not English | | |  |  |
| Pupils eligible for free school meals at any time during the past 6 years | | |  |  |
| Percentage of overall absence | | |  |  |
| Percentage of persistent absence | | |  |  |
| **Academic performance – school Y11** | | **All pupils** | **Disadvantaged pupils** | |
| Progress 8 score [National average = 0] | |  |  | |
| Attainment 8 score | |  |  | |
| Pupils achieving Grade 4 (or C) or better in English and maths GCSEs | |  |  | |
| Percentage of pupils achieving 4+ (or C+) in your subject | |  |  | |
| Grade C or better in all English Baccalaureate subjects | |  |  | |
| Pupils entering for the English Baccalaureate | |  |  | |
| Progress 8 score: English | |  |  | |
| Progress 8 score: Maths | |  |  | |
| Progress 8 score: English Baccalaureate slots | |  |  | |
| Progress 8 score: Open slots | |  |  | |
| **Academic performance – key groups Y11** | | **Number** | **Progress 8 score** | |
| Low attainers at KS2 | |  |  | |
| Middle attainers at KS2 | |  |  | |
| High attainers at KS2 | |  |  | |
| Pupils whose first language is not English | |  |  | |
| Girls | |  |  | |
| Boys | |  |  | |
| Non-mobile pupils | |  |  | |

##### Expectations for the week

Tour of the school including key areas: staff facilities, reprographics, contacts

Induction into school network/ICT systems

Health & safety induction

Safeguarding induction

Lesson observations of a range of classes

Teach at least 3 hours this week

##### Reflection against the teachers’ standards (2012) from actions, observations or teaching

|  |
| --- |
| S1: Set high expectations which inspire, motivate and challenge pupils |
|  |
| S2: Promote good progress and outcomes by pupil |
|  |
| S3: Demonstrate good subject and curriculum knowledge |
|  |
| S4: Plan and Teach well structured Lessons |
|  |
| S5: Adapt teaching to respond to the strengths and needs of all pupils |
|  |
| S6: Make accurate and productive use of assessment |
|  |
| S7: Manage behaviour effectively to ensure a good and safe learning environment |
|  |
| S8: Fulfil Wider Professional Responsibilities |
|  |

#### Week 35: Contrast school

##### Task 2: Departmental planning (Standard 4)

Read and describe the departmental schemes of work (SoW). Are they lesson by lesson schemes or medium-term plans or both? Include some examples and extracts from the SoW and how they are used by the department. Compare them to the SoW from placement A (300 - 400 words)

|  |
| --- |
|  |

##### Expectations for the week

Teach at least 5 hours this week

**Formal observation** of teaching

Plan to teach 8 hour-long lessons next week

Self-reflection of QTS evidence file

##### QTS evidence file: Self reflection

Complete a self-reflection of your QTS file and highlight necessary actions for improvement

* Subject knowledge audit
* Lesson plans
* Lesson observations
* Reviewed grading matrix
* Pupil work
* Evidence of marking/assessment

###### Actions for improvement

|  |
| --- |
|  |

##### Reflection against the teachers’ standards (2012) from actions, observations or teaching

|  |
| --- |
| S1: Set high expectations which inspire, motivate and challenge pupils |
|  |
| S2: Promote good progress and outcomes by pupil |
|  |
| S3: Demonstrate good subject and curriculum knowledge |
|  |
| S4: Plan and Teach well structured Lessons |
|  |
| S5: Adapt teaching to respond to the strengths and needs of all pupils |
|  |
| S6: Make accurate and productive use of assessment |
|  |
| S7: Manage behaviour effectively to ensure a good and safe learning environment |
|  |
| S8: Fulfil Wider Professional Responsibilities |
|  |

#### Week 36: Contrast school

##### Expectations for the week

Teach at least 8 hours this week

**Formal observation** of teaching

Self-reflection of QTS evidence file

Plan to teach at least 10 hours next week

##### QTS evidence file: Self reflection

Complete a self-reflection of your QTS file and highlight necessary actions for improvement

* Subject knowledge audit
* Lesson plans
* Lesson observations
* Reviewed grading matrix
* Pupil work
* Evidence of marking/assessment

###### Actions for improvement

|  |
| --- |
|  |

##### Reflection against the teachers’ standards (2012) from actions, observations or teaching

|  |
| --- |
| S1: Set high expectations which inspire, motivate and challenge pupils |
|  |
| S2: Promote good progress and outcomes by pupil |
|  |
| S3: Demonstrate good subject and curriculum knowledge |
|  |
| S4: Plan and Teach well structured Lessons |
|  |
| S5: Adapt teaching to respond to the strengths and needs of all pupils |
|  |
| S6: Make accurate and productive use of assessment |
|  |
| S7: Manage behaviour effectively to ensure a good and safe learning environment |
|  |
| S8: Fulfil Wider Professional Responsibilities |
|  |

#### Week 37: Contrast school

##### Expectations for the week

Teach at least 10 hours this week

**Formal observation** of teaching

Complete SCITT contrast school questionnaire (online)

##### Reflection against the teachers’ standards (2012) from actions, observations or teaching

|  |
| --- |
| S1: Set high expectations which inspire, motivate and challenge pupils |
|  |
| S2: Promote good progress and outcomes by pupil |
|  |
| S3: Demonstrate good subject and curriculum knowledge |
|  |
| S4: Plan and Teach well structured Lessons |
|  |
| S5: Adapt teaching to respond to the strengths and needs of all pupils |
|  |
| S6: Make accurate and productive use of assessment |
|  |
| S7: Manage behaviour effectively to ensure a good and safe learning environment |
|  |
| S8: Fulfil Wider Professional Responsibilities |
|  |

## Main employment school

## Week by week guide

#### Overview

##### The main placement consolidation phase

In this placement trainee will undergo a 4-week placement of teaching in a contrasting school as agreed by employer and SCITT.

During the final placement trainees will build to greater independence and autonomy with their teaching, demonstrating skills in teaching a range of year groups and topics, as well as completing the final SCITT tasks. During this placement trainee should aim to act as a full member of the school, working carefully alongside their subject mentor as a colleague. During this phase the trainee must demonstrate responsibility for their own development as well as being supported by school staff.

Trainees should aim to build to planning, teaching, evaluating and assessing for approximately 14 hours per week

#### Week 38: Main employment school

##### Expectations for the week

**Mentor meeting**: discuss targets for remainder of placement

Teach at least 12 hours this week

**Formal observation** of teaching

Update **subject knowledge** audit

Self-reflection of QTS evidence file

##### QTS evidence file: Self reflection

Complete a self-reflection of your QTS file and highlight necessary actions for improvement

* Subject knowledge audit
* Lesson plans
* Lesson observations
* Reviewed grading matrix
* Pupil work
* Evidence of marking/assessment

###### Actions for improvement

|  |
| --- |
|  |

##### Reflection against the teachers’ standards (2012) from actions, observations or teaching

|  |
| --- |
| S1: Set high expectations which inspire, motivate and challenge pupils |
|  |
| S2: Promote good progress and outcomes by pupil |
|  |
| S3: Demonstrate good subject and curriculum knowledge |
|  |
| S4: Plan and Teach well structured Lessons |
|  |
| S5: Adapt teaching to respond to the strengths and needs of all pupils |
|  |
| S6: Make accurate and productive use of assessment |
|  |
| S7: Manage behaviour effectively to ensure a good and safe learning environment |
|  |
| S8: Fulfil Wider Professional Responsibilities |
|  |

#### Week 39: Main employment school

Half term break

Reading week. Use this time to relax and refresh and catch up on any filing or planning.

#### Week 40: Main employment school

##### Task 4: Final reflection (Standards 4, 8)

Write a short reflection summarising your journey as a trainee teacher who is moving into the NQT stage. (200 – 300 words)

|  |
| --- |
|  |

##### Expectations for the week

**Mentor meeting**: discuss actions following mid-term review

Teach at least 14 hours this week

**Formal observation** of teaching

Lead a form time or assembly activity

Review actions for **pupil progress** target

##### Reflection against the teachers’ standards (2012) from actions, observations or teaching

|  |
| --- |
| S1: Set high expectations which inspire, motivate and challenge pupils |
|  |
| S2: Promote good progress and outcomes by pupil |
|  |
| S3: Demonstrate good subject and curriculum knowledge |
|  |
| S4: Plan and Teach well structured Lessons |
|  |
| S5: Adapt teaching to respond to the strengths and needs of all pupils |
|  |
| S6: Make accurate and productive use of assessment |
|  |
| S7: Manage behaviour effectively to ensure a good and safe learning environment |
|  |
| S8: Fulfil Wider Professional Responsibilities |
|  |

#### Week 41: Main employment school

##### Expectations for the week

**Mentor meeting**: Discuss targets for NQT year

Teach at least 14 hours this week

**Formal observation** of teaching

If not done so, lead on an item in a departmental activity or meeting

**Formal review** of **pupil progress** target

Complete **reflection** for **summative report**

Complete **Career Entry Profile**

**HAND IN THIS ASSESSMENT GUIDEBOOK**

##### Pupil progress target – formal review

|  |  |
| --- | --- |
| Class |  |
| Subject |  |
| Summary of baseline data |  |
| Pupil progress (What progress did pupils makes towards your target? What caused this progress?) |  |

##### Reflection against the teachers’ standards (2012) from actions, observations or teaching

|  |
| --- |
| S1: Set high expectations which inspire, motivate and challenge pupils |
|  |
| S2: Promote good progress and outcomes by pupil |
|  |
| S3: Demonstrate good subject and curriculum knowledge |
|  |
| S4: Plan and Teach well structured Lessons |
|  |
| S5: Adapt teaching to respond to the strengths and needs of all pupils |
|  |
| S6: Make accurate and productive use of assessment |
|  |
| S7: Manage behaviour effectively to ensure a good and safe learning environment |
|  |
| S8: Fulfil Wider Professional Responsibilities |
|  |

#### Week 42: Main employment school

##### Expectations for the week

**Mentor meeting**: final review against the grading matrix

Mentor to complete **summative report C2**

Teach at least 14 hours this week

**Formal observation** of teaching

##### Reflection against the teachers’ standards (2012) from actions, observations or teaching

|  |
| --- |
| S1: Set high expectations which inspire, motivate and challenge pupils |
|  |
| S2: Promote good progress and outcomes by pupil |
|  |
| S3: Demonstrate good subject and curriculum knowledge |
|  |
| S4: Plan and Teach well structured Lessons |
|  |
| S5: Adapt teaching to respond to the strengths and needs of all pupils |
|  |
| S6: Make accurate and productive use of assessment |
|  |
| S7: Manage behaviour effectively to ensure a good and safe learning environment |
|  |
| S8: Fulfil Wider Professional Responsibilities |
|  |

#### Week 43: Final week of course

##### Expectations for the week

**Mentor meeting**: final review to prepare for rest of term

Teach at least 14 hours this week

1. Trainee record: targets

## Overview

During mentor meeting trainees and mentors should agree on short and long term targets in relation to the teachers’ standards and summarise actions. This section should be completed through discussion around the grading matrix. As targets are met there will be opportunities to transfer them to the record of strengths.

#### Examples

|  |  |  |  |
| --- | --- | --- | --- |
| Target with timeline | Standard | Action and success criteria | Met |
| Encourage pupils to take a conscientious approach to their work – next two weeks | 2e | Consistently rewards effort by adopting all aspects of school reward system |  |
| Understand how to overcome a range of factors that inhibit pupils’ ability to learn – by end of next week | 5b | Consistently apply teaching skills in differentiating between pupils by using prior knowledge to target questions |  |

### Trainee record of targets

| Target with timeline | Standard | Action and success criteria | Met |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

1. Trainee record: strengths

## Overview

During mentor meeting trainees and mentors should agree on strengths in relation to the teachers’ standards and summarise evidence of these strengths. This section should be completed through discussion around the grading matrix.

#### Examples

|  |  |  |
| --- | --- | --- |
| Strength | Standard | Summary of evidence |
| Makes effective use of lesson time | 4a | Lesson observations regularly refer to this |
| High expectation of behaviours | 7b | Lesson regularly demonstrate high expectations of behaviour and consistent rewards & sanctions |

### Trainee record of strengths

| Strength | Standard | Summary of evidence |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |