

# The Greater Manchester Bright Futures SCITT

## Summative Report Document (Primary)

**Please do not print this document –**

Trainee Teacher Name	
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**Commented [kh1]:** Header document information will be completed by the SCITT prior to sending out.

Block	Placement School	Professional Mentor	Classroom Mentor
GPP			
FPP			

### How to complete this document

- This document should be completed in conjunction with the *SCITT grading matrix*.
- Trainees should meet with mentors to discuss the grading matrix and the evidence to support highlighting of the matrix as appropriate.
- Based on this discussion the trainee should complete a brief account of the evidence for each of the standards.
- The subject mentor should then complete a comment in support and response to the trainee's evidence.
- The professional mentor should then complete a summary report.
- For report FPP2 the subject mentor should provide an attainment grade for each standard and record this next to the comment boxes. The attainment grade should be informed by the grading matrix and should be a best-fit descriptor based on all available evidence.
- Trainee, teacher, subject mentors and professional mentor should sign and date the report.
- Report FPP2 should ensure careful consideration is given to the targets from the previous placement and from mid-term placements and whether they have been met.
- During the GPP placement there may be *insufficient evidence to yet meet the standard* but no cause for concern from mentors and SCITT
- Trainees who are operating at an unsatisfactory level in some teachers are *at risk of failure* and should be referred to the SCITT immediately to ensure a staged professional progress review can take place.

The SCITT internal exam board will then meet to consider this document and all trainee evidence to make a final judgement on attainment.

Final best-fit judgment by SCITT internal exam board	GRADE
Date	

**Commented [kh2]:** The overall grade will be awarded by the SCITT based on all data.

## SUMMARY REPORT

### REPORT GPP2

- it is anticipated that all trainees will meet the minimum level of practice expected;

Is the trainee at risk of failure? Yes  No

If yes, has the SCITT been notified? Yes  No

If trainee is undertaking staged support indicate which stage trainee is currently on:

Areas of strength at end of GPP placement (Report GPP2) (At least 3)
Questioning You have built an excellent relationship with all classes You set challenging goals for pupils of all backgrounds and abilities (S1)
Areas for development at end of GPP placement (Report GPP2)
Keep using time targets Pace and sustaining pupil progress (S4) Be able to consistently identify different groups in your class and how you adapt your reaching to cater for them (S5)

#### Professional mentor comment for report GPP2

...has a positive attitude and is keen to do well, she has taken an active role in the development of her own planning and she acts well upon advice. She must now consider how to ensure her lessons enable the most able to meet the challenging targets that have been set.  
... has made an excellent contribution to the school, helping to run a tennis club at lunchtime and supporting teachers when they are doping playground duties.

#### Signatures

Completed by	Date
Trainee teacher	
Subject mentor	
Professional mentor	

### REPORT FPP2

- all trainees will meet the minimum level of practice expected in order to be recommended for Qualified Teacher Status (QTS);
- none of the trainees should require improvement. In the exception, intensive and targeted advice and support will be provided to move any grade 3 trainee's teaching to good, during the enrichment phase. Additional support will be given to the NQT and any employing school as required;

Areas of strength at end of FPP placement (Report FPP2) (At least 3)
Areas for development at end of FPP placement (Report FPP2)

**Commented [kh3]:** There may be some trainees who are not yet meeting grade 3 consistently in the grading matrix but not considered a risk of failure.

**Commented [kh4]:** Classroom mentors must highlight those trainees who may not meet all standards (any standards will by grade 4 by end of placement) at all opportunities

**Commented [kh5]:** Trainees who need targets support will be placed on an official professional development review stage

**Commented [kh6]:** Areas of strength must be written to help trainees complete their PDR. Best practice is seen when the language of the standards is used consistently.

**Commented [kh7]:** It is tempting to use specific tasks as areas for development, but a preferable approach would be to write "Maintain lesson pace and make effective use of time, for example through better use of time targets (S4)" This allows trainees to find a range of solutions to meeting the target.

**Commented [kh8]:** A short overview of progress in the placement school is required here.

**Commented [kh9]:** Meet minimum level of practice = grade 3 in everything, however, none should require improvement – it is expected that all are working beyond grade 3 in most standards.

Best-fit overall grade for placement FPP (Report FPP2)	Grade

*Professional mentor comment for report FPP2*

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*Signatures*

Completed by	Date
Trainee teacher	
Subject mentor	
Professional mentor	

Standard 1: Set high expectations which inspire, motivate and challenge pupils

Report GPP2	
<b>Trainee self-reflection</b> a) Establish a safe and stimulating environment for pupils, rooted in mutual respect. I have developed mutual respect with my classes where I get the impression they feel comfortable to put their hand up if they do not understand but also that I can set them work and they will attempt it and problem solve. This is evident in my ... class. I put a problem on the board which they had not looked at before and gave them 5 minutes to work it out. They were able to and we took on a class discussion so they could teach each other. b) Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. In ... we set out a plan for each subject area on what we wanted to achieve for the collection of lessons. This enabled us to see the outcome we wanted for the higher ability students and what level lower ability students would achieve. This allowed us to challenge the whole class but not hold back the higher ability. c) Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. I have implemented and used behaviour marks, house points and cautions into my lesson plans to promote good behaviour and give out rewards for good work and discussions.	
<b>Subject mentor comments</b> ...works hard to set high expectations for the pupils she teaches. She consistently demonstrates positive values of mutual respect, equality and opportunity for all. Whilst these positive values are encouraged, she needs to make sure that these expectations are consistently in line with the culture within the department she teaches, so that the pupils are tuned in with her expectations.	
Report GPP2	
<b>Trainee self-reflection</b> I demonstrate high expectations by continuing to encourage maximum participation from pupils to ensure that they are actively involved in lessons, examples of this include giving thinking time and waiting for more hands to go up or using names to question pupils on random. I need to work on keeping up this spontaneity in all lessons as sometimes I can tend to go for hands up in order to keep up lesson pace.  I feel that I have been setting high expectations in terms of behaviour for learning in ensuring that pupils respect classroom rules and routines and that the atmosphere is conducive to the specific task in hand. During this placement I have received positive feedback regarding my classroom presence and working relationship with classes.	
<b>Subject mentor comments</b> ...has set challenging targets for her classes from the very first lesson, and ensures she uses interesting and varied resources that are designed to help her pupils meet these targets. She asks questions that keep the whole class engaged, and now needs to ensure she enthuses learners to take own more responsibility for their own learning eg through role play	<b>Grade</b>

**Commented [kh10]:** This trainee has written a detailed self-reflection based on the sub-standards. This level of detail is good practice, but not expected.

**Commented [kh11]:** This subject mentor comment includes areas of strength and development. This comment would be better if it used the language of the standards more explicitly. The comment is of an acceptable length. Note that at this stage NO GRADE HAS BEEN GIVEN

**Commented [kh12]:** This trainee's comment is more holistic rather than specifically focusing on the sub-standards. The key to both comments is the use of examples to support reflections.

**Commented [kh13]:** Here, the subject mentor has used language more akin to the standards and has given a suggest example to support meeting those targets.

Personal and professional conduct (Part two – teacher standards)

Report GPP2

Has the trainee consistently demonstrated high standards of personal and professional conduct? Please list any areas that the trainee has not met (please refer to Part Two of the Standards assessment descriptors). Yes  No

Report FPP2

Has the trainee consistently demonstrated high standards of personal and professional conduct? Please list any areas that the trainee has not met (please refer to Part Two of the Standards assessment descriptors). Yes  No

**Commented [kh14]:** Unless a trainee is not meeting part two of the standards a tick is all that is required here. If a trainee is in danger of not meeting part 2 the SICTT must be informed immediately.