 Liverpool John Moores University Faculty of Arts, Professional and Social Studies

**PGCE Primary Salaried Route**

**[END Term 1]**

**PLACEMENT EXPERIENCE REVIEW FORM End of Term 1**

**CONSOLIDATING AND DEVELOPING TEACHING AND LEARNING**

***NB: Pink shaded areas on this document emphasise a critical situation that needs attention.***

*When completing this document electronically please put your cursor into the grey shaded area to start typing.*

To check the boxes –double click (left) the square then ensure “default value” = checked. OK

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Name of ITT Mentor completing the review form:** | | | | |  | | |
| **Name of Professional Mentor** | |  | | | | **Date** |  |
| **Trainee Name:** | | | | | **School/Establishment:** | | |
| **Main** **Class/Year Group taught:** |  | | **KS** |  |
| **Curriculum Subjects taught during this phase (please list here)** |  | | | | | | |

**Indicate Number of days**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Attendance** | **No. of days:** |  | **Out of a possible number of days:** |  |

**Tick appropriate box**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Punctuality** | **Good** |  | **Satisfactory** |  | **Unsatisfactory** |  |

**Please make an overall judgement of the Trainee’s progress at the end of Term 1**

To check the box –double click (left) the square then ensure “default value” = checked. OK

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| **Has coped well with this term. Currently no concerns about progress towards QTS by the end of the programme.** |  | **Some concern[[1]](#footnote-1)**  **(see below)**    **Needs ASF [[2]](#footnote-2)**  **(see below)** |  | **Fail** |  |

|  |
| --- |
| **If there are concerns, please identify them below. Please link concerns to the relevant Teachers’ Standard(s) where appropriate. If the concerns are purely around absence please include this below**  **If an ASF is needed/ in place, please give reasons clearly below.** |
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| **Has the Trainee already been placed ‘on an intervention action plan’ as part of the Additional Support Framework and been provided with clear targets to support their progress?** | **YES** |  | **NO** |  |

|  |  |
| --- | --- |
| **Progress with establishing a positive classroom environment and high expectations, including behaviour (S1, S7 and S8)** | |
| **Strengths so far** | **Specific Areas for Development for Term 2** |
| **Progress with Planning, Lesson design and delivery, including sequencing and choice of teaching methods (S2 and S4):** | |
| **Strengths so far** | **Specific Areas for Development for Term 2** |
| **Progress with adapting planning and teaching to ensure that individual needs are met (S5)** | |
| **Strengths so far** | **Specific Areas for Development for Term 2** |
| **Progress with making accurate and productive use of assessment and monitoring pupil progress (S6)** | |
| **Strengths so far** | **Specific Areas for Development for Term 2** |
| **Progress with Subject knowledge development (S3)** | |
| **Strengths so far** | **Specific Areas for Development for Term 2** |

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| **P2 : Personal and Professional Conduct (refer to Part 2 Teachers’ Standards)** | | | | | |
| P2i | Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school | **YES** |  | **NO** |  |
| P2ii | Teachers must have a proper and professional regard for the ethos, policies and practices of the school in which they teach | **YES** |  | **NO** |  |
| P2iii | Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities | **YES** |  | **NO** |  |
| **If NO, please state the reasons clearly below:** | | | | | |

**Please Indicate 3 Key Areas of Strength and 3 Specific Areas for Development for Term 2:**

|  |  |
| --- | --- |
| **Justify 3 Key Strengths based on evidence**  **CLEARLY LINKED TO THE TEACHERS’ STANDARDS** | **3 Specific Areas for Development**  **CLEARLY LINKED TO THE TEACHERS’ STANDARDS** |
|  | NB If ensuring further experience of phonics is needed please specify as an area for development along with other curriculum areas: |

1. To be monitored by LT/PT [↑](#footnote-ref-1)
2. ASF= Additional Support Framework (Section A of website) [↑](#footnote-ref-2)