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

**PGCE Primary School Direct Salaried Route [Term 1]**

**SCHOOL PLACEMENT REVIEW FORM MID-TERM (Term 1)**

**ORIENTATION AND DEVELOPING TEACHING AND LEARNING**

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| **Name of ITT Mentor completing the review form:** |  |
| **Name of Professional Mentor** |  | **Date:** |  |
| **Student Teacher Name:**  | **School/Establishment:** |
|  **Main** **Class/Year Group**  |  | **KS** |  |

**Indicate Number of days**

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

**Tick appropriate box**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Punctuality** | **Good** | [ ]  | **Satisfactory** | [ ]  | **Unsatisfactory** | [ ]  |

**Tick appropriate boxes**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Form/Class Tutor** | [ ]  | **Staff Meetings** | [ ]  | **In-service Training** | [ ]  | **Parents’ Evenings** | [ ]  |

**Involvement in other Placement Experiences (including EAL, SEN, Diversity, PHSCE)**

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**Other Experiences still to be targeted (including EAL, SEN, Diversity)**

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**Before Completing this form, please read the following:**

**Placement Expectations:**

The ITE curriculum has focused on the professional values, responsibilities, and statutory duties of teachers (including child protection.)

It includes principles for effective classroom management; an understanding of how pupils learn and its impact on lesson design and the auditing and development of appropriate subject knowledge.

They will consider the application of their emerging subject knowledge, skills and understanding within the school’s curriculum framework, and identify and address gaps.

They should be responding to advice and feedback and be able to evaluate and reflect, so that they improve their understanding and practice.

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| **Summary of experiences and learning gained so far by the student teacher:** |
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| **Comment on the student teacher’s progress so far:** |
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| **P2: Personal and Professional Conduct**  |
| 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:** |

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| **Student teacher comment (optional):** |
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| **Overall status at this review point** | **Progress**  | **[ ]**  | **ASF to progress**  | **[ ]**  | **Fail** | **[ ]**  |
| **\* If you feel there are significant concerns at this early stage, and the student teacher needs to be placed on an intervention action plan (Additional Support Framework) to progress, please indicate the specific areas of concern here and inform your LJMU Liaison Tutor:** |

**Indicate 3 key areas of strength and 3 specific areas for development so far. Refer to the Mentor Curriculum Guide and weekly discussions to identify suitable foci.**

|  |  |
| --- | --- |
| **3 key strengths so far:** | **3 specific areas for development:** |
|  |  |

**The student teacher MUST upload their review form to their QTS file and send a copy of the completed form to their LJMU Liaison Tutor/Personal Tutor.**