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

**PGCE Secondary School Direct Salaried Route**

**[END Term 3]**

**SCHOOL EXPERIENCE REVIEW FORM Term 3 FINAL**

**EXTENDING TEACHING AND LEARNING, QUALIFYING TO TEACH**

***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

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| **Name of ITT Mentor completing the review form:** |       |
| **Name of Professional Mentor** |       | **Date** |       |
| **Trainee Name:**       | **School/Establishment:**      |

**Indicate Number of days**

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

**Tick appropriate box**

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

**Tick appropriate boxes**

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| **Form/Class Tutor** | [ ]  | **Staff Meetings** | [ ]  | **School CPD** | [ ]  | **Parents’ Meetings** | [ ]  |

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

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**Please make an overall judgement of the Trainee’s attainment at the END of TERM 3. Select ONE box only.**To check the box –double click (left) the square then ensure “default value” = checked. OK

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| **Has demonstrated the Teachers’ standards and should be recommended for Qualified Teacher Status** | **YES [ ]**  | **Fail** | **[ ]**  |

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| **Was the Trainee placed ‘on an intervention action plan’ as part of the Additional Support Framework and provided with clear targets to support their progress?** | **YES** | **[ ]**  | **NO** | **[ ]**  |

**Expectations for the Phase of Training - Extending Teaching and Learning**

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| **S1: Set High Expectations which inspire, motivate and challenge**  |
| **STANDARD EVIDENCED AND MET [ ]**  | **STANDARD NOT MET, FURTHER EVIDENCE REQUIRED [ ]**  |
| *establish a safe and stimulating environment for pupils, rooted in mutual respect; set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions; demonstrate consistently the positive attitudes, values and behaviours which are expected of pupils.* |
| **Strengths**       | **Specific Areas for Development in Induction**      |
| **S2: Promote good progress and outcomes by pupils**  |
| **STANDARD EVIDENCED AND MET [ ]**  | **STANDARD NOT MET, FURTHER EVIDENCE REQUIRED [ ]**  |
| *be accountable for pupils’ attainment, progress and outcomes; plan teaching to build on pupils’ capabilities and prior knowledge; guide pupils to reflect on the progress they have made and their emerging needs; demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching; encourage pupils to take a responsible and conscientious attitude to their own work and study.* |
| **Strengths**       | **Specific Areas for Development in Induction**      |
| **S3: Demonstrate good subject and curriculum knowledge** |
| **STANDARD EVIDENCED AND MET [ ]**  | **STANDARD NOT MET, FURTHER EVIDENCE REQUIRED [ ]**  |
| *have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings; Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship; demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject* |
| **Strengths**       | **Specific Areas for Development in Induction**      |

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| **S4: Plan and Teach well-structured lessons**  |
| **STANDARD EVIDENCED AND MET [ ]**  | **STANDARD NOT MET, FURTHER EVIDENCE REQUIRED [ ]**  |
| *impart knowledge and develop understanding through effective use of lesson time; Promote a love of learning and children’s intellectual curiosity; set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired; reflect systematically on the effectiveness of lessons and approaches to teaching; contribute to the design and provision of an engaging curriculum within the relevant subject areas* |
| **Strengths**       | **Specific Areas for Development in Induction**      |
| **S5: Adapt teaching to respond to strengths and needs** |
| **STANDARD EVIDENCED AND MET [ ]**  | **STANDARD NOT MET, FURTHER EVIDENCE REQUIRED [ ]**  |
| *know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively; have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these.; demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development; have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.* |
| **Strengths**       | **Specific Areas for Development in Induction**      |
| **S6: Make accurate and productive use of assessment**  |
| **STANDARD EVIDENCED AND MET [ ]**  | **STANDARD NOT MET, FURTHER EVIDENCE REQUIRED [ ]**  |
| *know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements; make use of formative and summative assessment to secure pupils’ progress; use relevant data to monitor progress, set targets, and plan subsequent lessons; give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback* |
| **Strengths**       | **Specific Areas for Development in Induction**      |
| **S7: Manage behaviour effectively to ensure a good safe learning environment**  |
| **STANDARD EVIDENCED AND MET [ ]**  | **STANDARD NOT MET, FURTHER EVIDENCE REQUIRED [ ]**  |
| *have clear rules and routines for behaviour in the classroom, and take responsibility for promoting good and courteous behaviour in the classroom and around the school, in accordance with the school’s behaviour policy; have high expectations of behaviour and establish a framework for discipline, consistently and fairly, with a range of strategies, using praise, sanctions and rewards consistently and fairly manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them; maintain good relationships with pupils, exercising appropriate authority, and acts decisively when necessary* |
| **Strengths**       | **Specific Areas for Development in Induction**      |
| **S8: Fulfil Wider Professional Responsibilities**  |
| **STANDARD EVIDENCED AND MET [ ]**  | **STANDARD NOT MET, FURTHER EVIDENCE REQUIRED [ ]**  |
| *make a positive contribution to the wider life and ethos of the school; develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support; deploy support staff effectively; take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues; communicate effectively with parents with regard to pupils’ achievements and well being.* |
| **Strengths**       | **Specific Areas for Development in Induction**      |

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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:**      |

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| **Comment on the trainee’s progress during this Phase of training based on the evidence.** |
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**Indicate 3 Key Areas of Strength and 3 Specific Areas for Development for the NQT Induction Year which will inform transfer information supplied to employing settings.**

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| **Justify 3 Key Strengths based on evidence****CLEARLY LINKED TO THE TEACHERS’ STANDARDS** | **3 Specific Areas for Development****CLEARLY LINKED TO THE TEACHERS’ STANDARDS** |
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| **Comment on the trainee’s progress and their impact on learning during the final phase of training based on the evidence. This may be included in references supplied by the University for Teaching Posts.** |
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| **Signature of mentor completing the form:**  |  | **Date:** |

**Thank-you for your support of the trainee in their final phase of training.**

**Completing this document confirms that the ITT Mentor has looked at the trainee evidence, identified in the LJMU ITT Tracker, to make any judgements.**

**Trainee MUST scan and upload document in full to Abyasa in order to be recommended for QTS at the end of the programme. The trainee MUST send a copy of the completed form to their LJMU Liaison Tutor and personal tutor.**