



**Secondary Postgraduate
Certificate in Education**

**Good Practice Guide for
Professional Tutors and Mentors**

July 2014

Examples of completed School Experience Documentation

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Individual Action Plan

At 4 points during the PGCE year the student teacher reflects on her/his progress towards meeting the Teachers' Standards, identifies areas for development and writes an action plan for the next stage of her/his training.

The process is designed to develop the student teacher's ability to identify targets and to be pro-active in achieving them. Many student teachers will need help from their mentor, especially at first, to set realistic and achievable targets. Subject tutors in the university will also support the process.

At the beginning of School A a student teacher might have little school experience on which to draw but will be able to identify areas which concern her/him most as she/he moves from observation of experienced teachers to teaching lessons. She/he may, however, be able to draw on experience as (for example) a Teaching Assistant or Cover Supervisor or on experience in another career. She/he identifies the standards to be prioritised and plans what she/he will do to achieve this. She/he will discuss this with her/his mentor and subject tutor. In this example the student teacher has referred to previous experience and has identified actions that are realistic and will help her/him to achieve her/his aims.

At the beginning of School B this student has noted which targets set at the beginning of School A have been achieved and has identified the areas of the standards to be prioritised at the beginning of School B. (She/he will have discussed this with her university tutor and will bring it to you in School B to agree realistic actions). The actions in this example demonstrate some straightforward ways of addressing the areas for development; actions which it will be possible for you as mentor or professional tutor to re-visit during the placement to check progress.

The same process will be followed at the interim assessment point of School B (just before the Easter break) and in readiness for starting her/his NQT induction year.

NAME:

Please complete this page and submit a copy to the programme office by 17 October 2014

SELF APPRAISAL AGAINST THE STANDARDS AND ACTION PLAN SCHOOL A

	PREVIOUS EXPERIENCE/ STRENGTHS AND AREAS FOR DEVELOPMENT	ACTION FOR SCHOOL A
S1	I believe I have high expectations of pupils. I may need to work out whether these match those of the school/department. From my experience as an LSA I know that good relationships with pupils are crucial.	Observe class teachers to work out what expectations are appropriate, especially for the classes I will teach. Try to see what teachers do to forge good relationships with pupils.
S2	I know from my subject study sessions that there is data available in schools and departments, which is used to show how pupils have made progress.	Look at school or department pupil data. Plan lessons which enable pupils to make progress from their current levels.
S3	I have done a SKE course to develop my Physics. I will need to work on my Biology and Chemistry knowledge for KS4. I feel confident about my subject knowledge for KS3	Continue to ask my PGCE colleagues for subject knowledge advice. Look ahead on the SoW so that I can make sure I have prepared the subject knowledge if necessary.
S4	I have observed some very exciting lessons in which pupils were motivated to learn because they enjoyed the tasks. Several subject study sessions explained how important it is to write detailed plans.	Observe class teachers and note activities which pupils enjoy. Plan lessons with a variety of activities Include activities for different learning styles.
S5	From my work as an LSA I know that planning for SEND pupils is very important. I am familiar with the SEND code of practice from my professional studies work. We have had a subject study session on teaching more able students.	Find pupils' IEPs and make sure I include targets from these in my planning. Identify G&T pupils in my lesson plans. Ask the SENCO for advice if possible.
S6	I have looked at the NC and GCSE syllabus for my subject and we have had several university sessions to make us familiar with these. We have had a subject day on AfL techniques and I know that these will be useful in helping me to know how much pupils have understood.	Observe teachers and talk to my mentor about how AfL techniques are used. Find out about summative assessment in the department and when I will need to plan for these. Plan lessons which include assessment opportunities.
S7	I have observed some classes which I feel I would have difficulty controlling. I am concerned that I will find this very difficult.	Observe established teachers to try to work out what they do to avoid pupils engaging in off task behaviour. Find out what sanctions and rewards are available for me to use.
S8	As an LSA I felt that I could have offered the teacher more information about the individual I supported. I think I will be able to establish good working relationships in school. I do not have any experience of dealing with parents/carers.	Liaise with learning support assistants about the needs of individual students. Attend parents' evening Ask for advice from experienced teachers.

Please initial/sign and date

Student Teacher		Professional Tutor		Mentor		Subject Tutor	
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Keep your copy and pass copies to:

Mentor, Professional Tutor, University Subject Co-ordinator, Programme Administrator

NAME:

Please complete this page and submit a copy to the Programme Office by 13 February 2015

SELF APPRAISAL AGAINST THE STANDARDS AND ACTION PLAN SCHOOL B (1)

	ACHIEVED IN SCHOOL A	AREA FOR DEVELOPMENT	ACTION FOR SCHOOL B SPRING TERM
S1	I have observed a range of teachers in several departments. I have established good relationships in some classes	I need to work on creating better relationships with lower sets.	Make a conscious effort to use more praise with less able pupils. Record how often I praise pupils in my lesson evaluations
S2	I have referred to pupil data and have included this in my planning so that most pupils have made some progress	I should encourage pupils to be more aware of their own targets and to work more independently.	Specify in lesson plans opportunities for pupils to reflect on their learning & where I have included opportunities for independent learning in my lessons
S3	I have looked ahead at the Schemes of work and made sure that I have sufficient knowledge to teach the topic	I need to develop my subject knowledge for teaching Chemistry by practising all experiments well in advance	I will arrange to practice experiments early in the placement so that I have time to research further if I need to.
S4	Good variety of activities used with all classes	Activities have not always been well matched to learning outcomes.	Observe teaching in the science department and discuss with teachers how they maintain variety of activity and secure learning
S5	I have been able to identify individual needs of pupils	I have found it difficult to provide for individual needs rather than for groups of pupils	Talk to LSAs before I start teaching to find out about how individuals learn best so that I can include this in my planning,
S6	I have used a range of AfL techniques and always plan plenaries and mini plenaries to check learning.	More work on summative assessment.	Make sure I am involved in some GCSE assessment and have experience of marking/grading
S7	Used the school/dept sanctions and rewards effectively. Plan seating carefully.	Become more assertive so that I feel in control from the beginning of the placement.	Plan seating in discussion with class teachers. Plan starts of lessons especially thoroughly.
S8	Only 1 parents evening happened during School A. I enjoyed being co-tutor for a yr 7 form.	More contact with parents/carers and more liaison with LSAs	Attend more parents' evenings. Liaise with LSAs before I start teaching. Observe some PSHE teaching.

Please initial/sign and date

Student Teacher		Professional Tutor		Mentor		Subject Tutor	
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Keep your copy and pass copies to:

Mentor, Professional Tutor, University Subject Co-ordinator, Programme Administrator

Standards Tracking Document

The Standards Tracking Document can be written in different styles. There follow 3 examples (from past students) of Standards Tracking Documents from student teachers who have met the Standards at a high level. There are differences in the way they have been written but all show that the student understands how the evidence they cite relates to that Standard. The depth in which this is done demonstrates the level at which the student teacher is achieving against the Standards. It is clear that they are using the Grading Descriptors to analyse their progress.

All Standard Tracking Documents should include:

- Clear and concise reference to specific evidence rather than vague and general reference to, for example, 'lesson plans'
- Reference to specific aspects of the Standards, such as reference to National Curriculum or GCSE requirements rather than subject knowledge generally
- Evidence that the student has used the Grading Descriptors, and especially the Expectations and Examples of Evidence sections to identify her/his progress appropriately

The Role of the Mentor

The mentor works with the student teacher to identify, from the student teacher's practice, evidence which addresses the Teachers' Standards. The Grading Descriptors provide a detailed check-list of appropriate evidence for each Standard and the Expectations and Examples of Evidence are specific to the Secondary PGCE programme. A very competent student will be able to use this information effectively for themselves, a less able student may need some guidance at first.

The Standards Tracking Document is cross referenced to the Weekly Mentor Meeting Log and the student teacher's Individual Action Plan. It is part of the standing agenda for the weekly mentor meeting and should be used to check that a student is addressing all the Standards. Through regular checking, the student and mentor together can identify gaps and ensure that these are addressed as part of the school experience. It is not a retrospective document.

We ask School A mentors to endorse the evidence listed by the student. School B mentors are signing to confirm that the student teacher has met all the Standards as defined in the Grading Descriptors.

Familiarity with the student teacher's Standards Tracking Document will enable the mentor, when writing the summative report, to refer to specific examples of the level at which the student teacher is achieving the Standards by the end of the placement.

Some useful questions:

How much help should a student be given in identifying evidence?

Some students will need help to identify evidence. However, she/he will have to identify evidence of meeting the Standards during her/his induction year; will she/he be able to do this?

How much evidence is needed for each Standard?

The evidence noted should be regarded as exemplification rather than as a list of everything that the student has done during the placement. You should look for quality rather than quantity, for specific evidence and for specific aspects of the Standards. While the bullet points attached to each Standard should not be regarded as Standards in themselves, the student teacher should demonstrate that they have covered the full range of demands within each Standard. The Grading Descriptors will provide guidance.

Should/must a student have some evidence for each Standard at the end of School A?

Yes, the range of each of the Teachers' Standards is broad. A student teacher might not have covered all aspects of all Standards by the end of School A but they should have addressed each Standard to some extent. Areas for development in the Summative Report for School A should make clear where the student needs to gain more experience.

**TEACHER EDUCATION
PGCE SECONDARY PROGRAMME 2012/2013
STANDARDS TRACKING DOCUMENT**

Name of PGCE Student: **Example 1**

- *Reference must be made to specific supporting evidence, this evidence does not need to be collated into a designated evidence file*
- *School A Mentor signature endorses the evidence cited by the student teacher*
- *School B Mentor signature confirms that the student teacher has appropriate evidence towards the Teachers' Standards*
- *There should be some evidence provided for each Standard by the end of School A*
- *Please consult Grading Descriptors and Good Practice Guide for further guidance*

Signature of University of Chichester PGCE Subject Tutor upon completion.

_____ Date: _____

PART ONE

1. Set high expectations which inspire, motivate and challenge pupils

School A	<ul style="list-style-type: none"> • Lead year 9 tutor group session on anti bullying week – 19th November • Headed up year 9 tutor group session on learning focus to help pupils look at their performance in all areas of school life – 12th November • Establishing the golden rule of my classroom (mutual respect) at the start of each of the first lessons that I took. E.g. Year 8CL, establishment of the Wall of Wonder and respect (DIDLE 6th October) • Year 8 homework task – choosing the best examples of work to be used with primary aged children (Year 8 Homework sheet in teaching file) • Effective use of the ABM system in year 9P for rudeness (mentor observation feedback – PDP) 	<ul style="list-style-type: none"> • Allowing year 10s to come up with their own rules of the classroom in order to establish mutual respect (Year 10 – C&P 1) • Taking over form group sessions with year 7 in order to understand the role of the form tutor and the pastoral system – Wednesday 20th March • Creation of seating plans for each class (see teachers planner) in order to treat pupils with respect. • Establishment of the ‘no hand up rule’ to enable pupils to participate and contribute (DIDLE – 7th March) • Year 10 Capital Punishment debate including research enabling the promotion of learner’s resilience and confidence. (See Year 10 teaching file – April 19th) • Year 8 lesson on discrimination and prejudice (Islam), demonstrating a safe learning environment. In the same lesson, the raft activity designed to generate a high level of participation in addition to philosophical questioning. (25th April) • Feedback from RM/GG observation lesson – students highly engaged and motivated.(14th May – See PDP) • Audio task B (June 4th, See PDP) observed that praise ratio is good and goals stretch and challenge all pupils 	School B
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2. Promote good progress and outcomes by pupils

School A	<ul style="list-style-type: none"> • Pupil data from year 10 Our World assessment analysed and compared to previous data (See yr10 2012-2013 marksheet) • Spelling/ Reading Age identified on seating plans, in addition to SEN requirements (seating plans in the back of all teaching files) • Year 9 Lesson plans 2 and 3, and corresponding 	<ul style="list-style-type: none"> • Using effective feedback marking for year 10 GCSE class – see year 10 teaching file (26th Feb) • Use of concept mapping in year 10 C&P 3 in order to use higher order thinking to link definitions of key terms. • Distribution of model answers to enable pupils to peer assess and (11th March) and better complete religious 	School B
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	<p>DIDLES (year 9 file)</p> <ul style="list-style-type: none"> • DIDDLE 16th October reflected on the use of effective teaching methods in year 10 lesson • The use of pre/post assessment checklists to guide pupils in reflecting on their progress and emerging needs (Year 10 lesson 1 – 26th November) • Using two stars and a wish statements in peer assessment (See Year 9 lesson 2 -19th November) • Encouraging the use of step up charts in order to enable and promote good progress and the reaching learning outcomes (See Year 8 lesson 3 – 11th November) 	<p>teachings sections</p> <ul style="list-style-type: none"> • Use of Year 8 MidYs baseline data to plan year 8 (See Markbook) – 12th March • Training session, Thursday 14th March with deputy head on the use of MidYs scores to enable responsibility of attainment (See general school B teaching file) • The recording of pupil data and marks in mark book for all years in order to assume the majority of responsibility for progress and outcomes (See Mark book) • Assignment 3 incorporated planning for pupil progress throughout the Scheme of Work. • Meeting with SENCO (Wed 13th March) to discuss information about individual needs. Observation of school SEN register to meet needs of the pupils as a whole. • Year 10 lesson 6 (capital) punishment, opportunity for independent and autonomous research using school iPads to prepare for a debate the following lesson. • Discussion with Mentor (18th March) as to how to approach pupil F's (Year 10) lack of handing in homework and subsequent underachievement. • Marking of year 10 GCSE exam papers using mark schemes from the exam board (see Mentor meeting log 20th May) demonstrating setting appropriately challenge tasks and taking a highly level of responsibility for attainment. • SEN/EAL task demonstrating a knowledge of specific pupil's IEPs and showing confident judgement in planning for pupil progression. • Planning of Scheme of Work for year 10 on Science and Religion incorporating opportunities for students to reflect upon their learning and attainment (See year 10 file June 4th) 	
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3. Demonstrate good subject and curriculum knowledge

<p>School A</p>	<ul style="list-style-type: none"> • Used Living Difference syllabus as a guide for planning and resourcing year 7 and 8 lessons, focussing on both A, B and C concepts (See for example, year 8 teaching files) – 22nd November • Marking has included comments on literacy (examples include year 10 test review lesson plan – 26th November) • Key Words and Key Quotes sheet introduced at the start of unit (Lesson1, year 9 teaching file) • Research for assignment One on subject specific pedagogies • Observed HoD teaching year 11 top set – 22nd November, reflections in school notebook • Updated Subject Knowledge Audit (12th October, PDP) • Address misconceptions in Christianity at the start of each lesson through the big picture statement (All year 8 lessons in teaching file) • Demonstrate high standards of literacy and promote the use of literacy in my subject (E.g. use of key words and definition, Year 9 lesson 4 teaching file) 	<ul style="list-style-type: none"> • Updated subject knowledge audit (PDP file) before undertaking placement B to identify gaps in knowledge and through personal study, fill in the gaps. • Familiarisation with a New GCSE specification and marking criteria. • Concept mapping year 10 (C&P 3) in order to demonstrate high levels of literacy and the learning of key terms and how they relate the unit. • Use of GCSE assessment and marking of AQA syllabus, for year 10 end of unit formative test (see year 10 teaching file) • Marking of year 11 evaluation questions to criteria (See year 11 lesson 1, teaching file) • Assignment 3 research, relating scheme of work to pedagogical knowledge • Specific university training session on Oasis day related to lesson observation criteria and subject specific pedagogy (See University notebook) – Friday 16th March. • Teaching above and beyond the syllabus to promote further learning and subject specific vocabulary (e.g. utilitarianism for year 10 relating to crime and punishment) • Annotation of relevant curriculum specifications for both GCSE and A Level in order to draw on in-depth subject knowledge to plan confidently (See school B general file) 23rd May 2013 • Comment on formative feedback from assignment 3 indicating a high level of literacy, articulacy and standard English. (See Subject Studies file, 2nd June 2013) • As result of exam feedback from year 7, more written 	<p>School B</p>
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		<p>work incorporated into subsequent lesson planning in order to better develop learners' skills in communication, reading and writing. Friday 7th June</p> <ul style="list-style-type: none"> • Correction of Year 10 exam papers to include reference to SPaG (Spelling, punctuation and grammar) in light of recent syllabus changes (Friday 24th May) 	
4. Plan and teach well structured lessons			
School A	<ul style="list-style-type: none"> • Research Assignment 1 • Professional Mentoring session on the School A Learning Cycle – 17th October (Notes in school info file) • The use of the Hampshire Agreed Syllabus Living Difference cycles in most lessons. See Year 7 lesson 2 (teaching file) • Discussion with mentor about timing and structure within lessons (mentor logs – PDP) • Homework set weekly, with stickers in planners (see lessons plans eg 5th November) • Series of lessons planned matching the SoW using existing concepts and a variety of teaching strategies for year 8. (Lesson plans, in depth evaluations and observation in year 8 file) • Reflection on how better to develop SEN resources following a discussion with an LSA (DIDLE – 7th November) 	<ul style="list-style-type: none"> • Planning of SOW for Crime and Punishment for year 10 (Year 10 file) – 26th February • Evaluating Scheme of Work in Assignment 3 (See PDP) • Indication to the review of timing of lessons – see lesson 1, year 10, Crime and Punishment file. • Annotation of lesson plans in order to critically evaluate their success. See, for example, Year 8, lesson 2 – Hinduism file. • Planning and marking of appropriate homework tasks – in particular, evaluation questions – see, for example, year 11 lesson 1 (death and elderly file) • Following and amending departmental planning, building on what has previously been successfully implemented for year 7, Christianity lessons. See year 7 file. • Person research into reading required to teach a year 8 lesson on Tawhid (Islam) • Updated subject knowledge audit (Monday 4th March) • Mentor meeting (e.g.) 17th April reflecting upon the strengths and weakness of a particular lesson. Targets were to better develop the use of starters and plenaries to introduce and consolidate learning • Contribution in department meeting (21st May) to departmental planning of next academic year's syllabus; developing and producing effective learning 	

		<p>resources</p> <ul style="list-style-type: none"> • Examples of lesson plans e.g. C&P 1 (See teaching files) where activities or learning tasks were changed for the next time the lesson was taught. This was done as a way of informing future planning, teaching and learning. 	
5. Adapt teaching to respond to the strengths and needs of all pupils			
School A	<ul style="list-style-type: none"> • The use of questioning to develop G&T pupil's thinking For example lesson plan 3, year 8 (in teaching files) • A Reflection in DIDLE on the awareness of the factors outside of the classroom that inhibit learning within 10P1 (notes on year 10 DIDLE – 26th November) • Daily in depth evaluations comment on individual pupils' need in 8CL – DIDLE in year 8 teaching file – 6th November • Professional mentoring session with SENCO – notes in general school info folder – 7th November • Writing frame created for use with SEN pupils – see year 8, lesson plan/resources in teaching file • Specific Challenge Yourself activities for G&T pupils. E.g. Year 7 powerpoint for Death, lesson 3 (teaching file) 	<ul style="list-style-type: none"> • Professional mentoring session with SENCO – opportunity to ask questions and gain insight into special needs within a selective school – 6th March. Notes in general school B file. • Discussion with Mentor after year 11 lesson as to how I may better differentiate/ provide resources for the EAL student (N) in my class. • Year 10 lesson in Science and Religion about the nature and substance of truth – developing philosophical and ethical thinking skills in order to ensure progression for both individuals and groups (See year 10 S&R file) • Challenge yourself tasks to further develop the thinking skills and critical analysis and in order to better prepare students for the next key stage (e.g. Year 7 lesson 3, Christianity – see teaching file) • Use of iPads and ICT in lessons in order to aid those who struggle with writing and handwriting. E.g Year 10 formal observation lesson with university tutor and school mentor (see PDP) • SoW for Assignment 3 incorporating the adaptability of resources in order to have the greatest impact on the progress and learning of all pupils. The evaluation of such strategies in detail (See Assignment 3) • Using of SEN students' IEPs in order to better plan to the strengths of pupils e.g. letting F in 10B using Dictaphones and a laptop to aid her work. (See lesson 	School B

		plan e.g. Year 10 14 th May)	
6. Make accurate and productive use of assessment			
School A	<ul style="list-style-type: none"> • Pupil's learning checked in plenaries and mini plenaries (e.g. lesson plan yr 8 lesson 3 – 12th November) • Professional mentoring session on the use of assessment for learning – 15th November (notes in school info folder) • Summative assessment task of year 10 marked and checked by class teacher. Data analysed and recorded on the mark sheets for each class (marking sheets – computer file) • Assessment for Learning highlighting sheets used, indicating two stars and a wish for each individual learner (Year 10 assessment review lesson) – 16th November • Use of success criteria in lessons for pupils to be able to self and peer assess work – For example Year 7 Lesson 2 (Agape) – 5th November. Lesson plan in Yr 7 teaching file • Assessment records and marking kept in line with school systems (SPaG marking guidelines – School Info file) • Evaluation of pupil learning used to inform planning (for example Year 7 Lesson 1, 5th November) • Reviewing learning outcomes for the lesson in the forms of bull's-eyes, traffic light cards or thumbs up, thumbs middle, thumbs down. For example Year 8 Lesson 1 – 8th November (evaluation in year 8 teaching file) • Use of pre and post assessment sheets in start and end of unit lessons, in order for pupils to assess their learning throughout the unit (Lesson Plan 1 and 10, year 10 file) 	<ul style="list-style-type: none"> • Using assessment criteria and exam specification to mark year 10 evaluation questions – 1st March (see year 10 teaching file) • The marking of year 8 exams and accurate recording of student attainment. (21st May) • Copies of annotated mark schemes (see year 10 file C&P) in order to effectively communicate expected targets to pupils • Report writing – identifying targets for individuals in years 7, 8 and 10 – (22nd May) • Reflection into the inconsistencies between classes of exam marking during mentor meeting (see mentor meeting log 4th June) • The marking of GCSE papers (60) at year 10 across modules taught and comparison of medians, means and national averages in order to confidently and accurately assess pupil's attainment against national benchmarks (See marksheets and data (year 10) 20th May) • Use of self evaluation forms in year 10 debate on capital punishment in order to establish things that students had done well and areas for improvement (see C&P Year 10 file lesson 7) • Subject specific directed task on planning a SoW on Sikhism incorporating levelled grading descriptors in relation to the national curriculum levels (See Sikhism SoW) 	School B

7. Manage behaviour effectively to ensure a good and safe learning environment			
School A	<ul style="list-style-type: none"> Professional mentoring session on the ABM (sanctions) system and how and when to use it. 26 September Use of the 'Wall of Wonder' in 8CL as a way of praise and rewards. Evaluation of this included in yr 8 file, Daily In Depth Lesson Evaluation – 6th November Conversation with class teacher about individuals in 8CL – 16th October Observation of teacher in PSHE department over 3 lessons with focus on praise and reward (notes in school notebook) Rearrangement of seating plan in 10P1 in order to minimize off task behaviour – 26th November On advice of a classroom teacher, I started to develop the use of the timer with 10P1. This helped set boundaries and clear rules within the class (notes of evaluation on DIDLE – 16th October Identification of the use of better greeting and dismissing pupils at the start and the beginning of lessons. This was reflected upon in the DIDLE – 18th October Conversation in mentor meeting about the praise to sanction ratio, specifically in reference to 9P1. (Mentor meeting notes 26th November PDP) Assignment 2 Research 	<ul style="list-style-type: none"> Allowing Year 10 to set their own boundaries and rules of the classroom and ensuring they were abided by. Helpful in establishing an environment of positive behaviour. (See Year 10 Teaching file (C&P 1) Reflection on research undertaken in School A to evaluate the impact of restorative justice upon positive behaviour (See PDP) 	School B
8. Fulfil wider professional responsibilities			
School A	<ul style="list-style-type: none"> Co form tutor with Year 9MG. Responsibilities include taking the register, noting uniform issues and relaying key information to pupils. Assisted with the Open Day 9 October – talked to prospective parents about Ethics and Philosophy and what the subject entailed. Ensured that all display boards were redone using exam technique help. 	<ul style="list-style-type: none"> Co form tutor with Year 7 – working along side tutor to deliver PSHE sessions and revision sessions in form tutor time. Taking the register and relaying key information to students. Involved in the coaching of extra curricular sport every Friday lunch time. Participating in staff and departmental meetings every 	School B

	<ul style="list-style-type: none"> • Discussed individual pupils with LSAs – 16th, 23rd October; 13th, 16th November • Participation in all directed time department meetings on Tuesdays – Opportunity to discuss issues with colleagues • Acted on advice and feedback from mentor (series of mentor logs (located in PDP) • Participated fully in the school’s CPD and INSET programme. Including looking at the use of school wide literacy policy – 10th October • Mentoring session with CPO and the school councillor 17th October with focus on when and how to draw on advice and specialist support • Helped plan tutor group activities for enrichment day 26th November • Acted on verbal advice given from another PGCE student, upon observing my lesson – 18th October • Participation in Children in Need activities and in non uniform day – 16th November 	<p>Tuesday lunch times where concerns about pupils and wider professional issues were raised.</p> <ul style="list-style-type: none"> • Friday 15th Feb – Involvement in the school birthday service, responsibilities were linking in with my form group and I helped take a group of 15 children, the 10 minute walk to the cathedral. Programme in General School B file. • Read through and acted upon all school wide policies and procedures using the staff handbook. • Attendance and involvement in the 6th form Masterclass about Euthanasia – Programme in General School B file. 	
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**TEACHER EDUCATION
PGCE SECONDARY PROGRAMME 2012/2013
STANDARDS TRACKING DOCUMENT**

Name of PGCE Student: **Example 2**

- *Reference must be made to specific supporting evidence, this evidence does not need to be collated into a designated evidence file*
- *School A Mentor signature endorses the evidence cited by the student teacher*
- *School B Mentor signature confirms that the student teacher has appropriate evidence towards the Teachers' Standards*
- *There should be some evidence provided for each Standard by the end of School A*
- *Please consult Grading Descriptors and Good Practice Guide for further guidance*

Signature of University of Chichester PGCE Subject Tutor upon completion.

_____ Date: _____

PART ONE			
1. Set high expectations which inspire, motivate and challenge pupils			
School A	<ul style="list-style-type: none"> • Encouraging manner, good rapport with students (LO 7/12/12). • Expectations of behaviour were clear (LO 07/12/12). • Good behaviour management and relationship built (LO 30/11/12). • Use of challenging questions (Joint Summative Report A) • Positive working relationships with a number of classes (JSRA) 	<ul style="list-style-type: none"> • Clear instructions on how to achieve higher levels in the lesson (AW feedback 08/03/13) (“consistently set high expectations of pupils” – Showing I met standards at a HIGH level.) • Confident manner (AW feedback 08/03/13). • Use of no-hands-up rule (AW feedback 08/03/13) • Lovely approach and calm but in control (MB 25/12/13). (“high levels of mutual respect between the trainee and pupils.” This shows I met standards to a HIGH level.) • Challenging concepts – no dumbing down – they really rose to the challenge – (MB 07/03/13) (“very effective in promoting learners’ resilience, confidence and independence when tackling challenging activities” – This shows I met standards at a HIGH level) • High expectations of all students (LO 12/06/12) (“consistently set high expectations of pupils” – This shows I met standards to a HIGH level). 	School B
2. Promote good progress and outcomes by pupils			
School A	<ul style="list-style-type: none"> • Students made good progress and demonstrated this during feedback throughout the lesson (07/12/11). • Overall good progress and tested at the end (30/11/12). • Explanation of what should go in part d question was clear (23/11/12) • Assumed responsibility for the attainment and progress of all classes (JSRA) • Relevant target set for students to improve and ways to develop student progress over time, linked to prior learning (JSRA) 	<ul style="list-style-type: none"> • Clear instructions on how to achieve higher levels in the lesson (AW feedback 08/03/13). • Use of post-it notes to collect ideas and thoughts and check progress (AW 08/03/13). • Informing students of what they need to do to achieve the different levels (MB 07/03/13). • Regular learning checks help teacher to know pupils have progressed (LO 12/06/13) • Xxxx makes sure that previous learning is reviewed at the beginning of the lesson, sometimes in very engaging and imaginative ways. (JSRB) (“actively promote engaging and effective methods that 	School B

		<p>support pupils in reflecting on their learning.” – This shows I am meeting standards to a HIGH level.)</p> <ul style="list-style-type: none"> • Allowed pupils to work independently...all pupils progressed and enjoyed the lesson. (LO 12/06/13) • Formative assessment used to test all pupils (LO 14/03/13) • Students made good progress in their learning, especially during group work. (LO 10/5/13) • Used SENCo and IEP information to support student with hearing impairment. • Starter sentences and written support for SEN students (LO 05/03/13) 	
<p>3. Demonstrate good subject and curriculum knowledge</p>			
<p>School A</p>	<p>Good SKU , developing students knowledge (07/11/12)</p> <p>University lectures on: Teaching Islam</p> <p>Teaching Christianity</p> <p>Teaching Hinduism</p> <p>ToL courses on Teaching Christianity, Teaching about Jesus, Teaching Islam.</p> <p>Good and developing subject knowledge of Christianity at KS4.</p> <p>Developing SK of Islam at KS3.</p> <p>Developing SK of Buddhism at KS3.</p>	<ul style="list-style-type: none"> • ToL course on Teaching Hinduism, Buddhism and Sikhism. • Developed SK of Islam at KS4. • Developed SK of Judaism at KS3. • Developed SK of Islam at KS3. • Developed SK of Christianity at KS3 and KS4. • Subject knowledge is outstanding (LO 12/06/13) (“in-depth subject and curriculum knowledge to plan confidently for progression and to stimulate and capture pupils’ interest.” – This shows I am meeting the standards at a HIGH level) • Use of GCSE grading criteria (LO 14/03/13) • Use of exam criteria to inform planning and assessment (LO 05/03/13) 	<p>School B</p>

4. Plan and teach well structured lessons			
School A	<p>Lesson planned, then taught by Subject Leader during Ofsted inspection – grading Outstanding (11/12/12) (JSR)</p> <p>Engaging resources used to explain the crusades , pitched at the right level for students (LO 07/12/12).</p> <p>Good JWT card sort (LO 07/12/12).</p> <p>Evidence of well structured lesson (LO 23/11/12)</p> <p>Links to prior learning (LO 7/11/12).</p> <p>Creative approach to planning and teaching (JSR)</p> <p>Willing to take risks and a range of approaches (JSR)</p>	<ul style="list-style-type: none"> • Different questions for each different group to consider and discuss (MB 07/03/13). • Good use of video – visually engaging and thought provoking (MB 07/03/13). • A really well planned and prepared lesson that made them think about a challenging idea (MB 07/03/13). • Class loved the Abraham and God video clip (MB 08/03/13) • You made the link between the Covenant and their covenant well (AW 08/03/13) “plan lessons that often use well-chosen imaginative and creative strategies and that match individuals’ needs and interests.” – This shows I am meeting the standards to a HIGH level.) • Xxxx planned and delivered her own scheme of work...which has been taught by several other members of the department (JSRB). • Xxxx is very creative in her planning and can find excellent resources to encourage learning (Interim Report) • Marked homework and gave feedback. • Excellent preparation of resources which enabled very effective group work (LO 10/05/13) 	
5. Adapt teaching to respond to the strengths and needs of all pupils			
School A	<p>Differentiation of lesson and activities from high to low ability (7X2 to 7X4, 8X4 to 8Y4).</p> <p>Differentiated task (for AW and WH 7X4 03/12/12) (LA)</p> <p>Extension of questioning to challenge students (LO 07/12/12).</p> <p>Extending answers (LO 30/11/12).</p>	<ul style="list-style-type: none"> • Differentiation of lessons to suit LA 11N4 class – use of picture clues instead of literacy. • Use of writing frames for KS4 and KS3 written tasks. • Use of sentence starters for KS3 and KS4, as well as targeted students. • Differentiation of lessons to suit HA 10N2 class. • CPD session on differentiation. • Used SENCo and IEP information to support student with hearing impairment. 	School B

	<p>Higher order extension of ideas often good (LO 06/11/12).</p> <p>Adapted lessons for different ability students (JSR)</p> <p>Can effectively identify how and when different groups make progress (JSR)</p>	<ul style="list-style-type: none"> • Further questioning promotes deeper thinking (LO 14/03/13) • You provided very challenging targets for the more able but the material was also accessible for the less able. (LO 10/05/03) (astute understanding of how effective different teaching approaches are in terms of impact on learning and engagement of learners – This shows I am meeting the standards to a HIGH level). • Use of levels to inform mixed-ability group seating plans to allow for peer support and independence. 	
<p>6. Make accurate and productive use of assessment</p>			
<p>School A</p>	<p>Set 9CD2 end of unit assessment on Religious, Peace and Justice (05/12/12).</p> <p>Graded and marked 9CD2 assessment and created an AfL lesson with activities to address common misconceptions (07/12/12)</p> <p>Set and levelled 7Y3 and 7X2 end of term assessments, and highlighted topics with common problems (communicated to class teacher) (w/c 03/12/12).</p> <p>Set and levelled 8Y4 and 8X4 end of term assessments (w/c 03/12/12).</p> <p>Graded a selection of Year 11 mock papers (28/11/12).</p> <p>Graded a selection of Year 10 assessments (25/10/12)</p> <p>Marked books for three Year 7 classes, two Year 8 classes, Two Year 9 classes and one Year 10 classes (1/10/12 – 14/12/12).</p>	<ul style="list-style-type: none"> • Set and graded assessment for KS4 classes – Years 9, 10 and 11 • Used school marking policy to mark books and assessments. • Gave feedback on how to improve and provided a question for students to respond to in order to improve their progress. • Planned and implemented self and peer assessment activities. • Quality of marking and feedback gives constructive advice to allow pupils to progress (LO 12/6/13) • Students showed good awareness and understanding of their own levels and how to progress (mentor feedback 12/06/13) • Set and graded KS3 assessments, recorded their results and gave informed final term whole level grades (“confidently and accurately assess pupils’ attainment against national benchmarks.” – This, along with consistent KS4 marking, shows I am meeting standards at a HIGH level). • Xxxx regularly uses the WJEC grading exam criteria 	<p>School B</p>

	<p>Used peer and self assessment during 7X4 presentations (07/11/12).</p> <p>Used peer and self assessment during 7X2 presentations (07/12/12).</p> <p>Used peer and self assessment during 8X4 presentations (04/12/12).</p> <p>Submitted a sample of Year 9 books for department moderation (10/12/12).</p> <p>Marking at KS3 and KS4 within tolerance (and standardised) (JSR)</p> <p>Accurately assess attainment against national benchmarks (JSR)</p>	<p>in her lesson to improve pupils' progress. (JSR)</p>	
7. Manage behaviour effectively to ensure a good and safe learning environment			
School A	<p>Used a variety of behaviour management techniques with different ages and abilities.</p> <p>Responded to targets set by mentor.</p> <p>Dealt with poor and challenging behaviour quickly and effectively by moving students (LO 7/12/12).</p> <p>Good class control and effective use of music to get silence (LO 30/11/12).</p> <p>Behaviour Management technique tried - excellent (LO 7/11/12).</p> <p>Good use of school's framework for behaviour management</p>	<ul style="list-style-type: none"> • Difficult class but kept regaining control (08/03/13). • Encouraged challenging pupils to get on task (08/03/13). • Implemented seating plans to combat poor behaviour. • Changed lesson plans to combat poor behaviour. • Use of behaviour policy to promote positive behaviour. • Use of "lesson map" to keep disruptive pupils in 8N3 on task and encourage independence. • Behaviour management is very effective (LO 12/6/13) • You used effective strategies to manage discussion eg. "hold the brain" and encouraged listening skills in a challenging situation (LO 10/05/13) (manage pupil behaviour with ease so that learners display very high levels of engagement, courtesy, 	School B

	<p>(JSR)</p> <p>Use a range of strategies to deal with behaviour, adapted to the class dynamic.</p>	<p>collaboration and cooperation – This demonstrates that I am meeting the standards to a HIGH level).</p> <ul style="list-style-type: none"> • Behaviour management clearly in place – use of school policy (LO 20/03/13) • Xxxxx is able to stop behavioural concerns before they escalate and shows that she has a range of subtle techniques (JSRB). • Observation of a range of staff in the school to pick up behaviour management techniques and strategies. • Attendance at CPD sessions on behaviour management. • Use of Vivo system as incentive and reward. 	
<p>8. Fulfil wider professional responsibilities</p>			
<p>School A</p>	<p>Attended Theatre of Learning course on Teaching about Jesus (13/10/12) to improve subject knowledge.</p> <p>Attended Theatre of Learning course on Teaching Christianity (17/11/12).</p> <p>Attended Theatre of Learning course on Teaching Islam (8/12/12).</p> <p>Attended staff meetings on marking and feedback (22/10/12).</p> <p>Attended staff meetings on differentiation (26/12/12).</p> <p>Attended staff briefing every Monday and Wednesday morning during placement A (01/10/12 – 14/12/12).</p> <p>Attended Year 11 Tutor meeting (17/10/12).</p> <p>Attended Year 8 Tutor meeting (22/11/12).</p>	<ul style="list-style-type: none"> • Attended ToL course on Teaching Hinduism, Buddhism and Sikhism to improve SK (09/03/13). • Attended two INSET days (14th and 15th February). • Submitted three job applications and invited to three interviews. • Successful at interview at XXXXXXXXX School. • Attend staff meetings every Monday and Thursday morning. • Co-tutor a Year 8 tutor group. • Plan and implement tutor time quizzes, including keeping record of scores and giving prizes. • Attend CPD sessions on Wednesdays for NQTs. • Attend Year 8 Assembly on Tuesdays. • Communication with tutors and Year Heads regarding concern over students. • Planned lessons taught by other teachers in different departments – provided lesson plans, resources and guidance on how to deliver the lessons. (“strong professional relationships and demonstrate that 	<p>School B</p>

<p>Attended Academic Review day meetings with students and parents (28/11/12).</p> <p>Followed Professional Studies programme throughout placement (01/10/12 – 14/12/12) studying:</p> <p>Behaviour management</p> <p>SEN and inclusion strategies</p> <p>G&T strategies</p> <p>Handling data</p> <p>Applying for jobs and attending interviews.</p> <p>Effective relationships built with staff and a strong professional attitude.</p> <p>Pro-active member of the department.</p> <p>Values feedback and acts upon it from a wide range of staff (JSR).</p>	<p>they are able to work collaboratively with colleagues on a regular basis” – This shows I am meeting standards at a HIGH level.)</p> <ul style="list-style-type: none">• Planned for additional adults.	
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**TEACHER EDUCATION
PGCE SECONDARY PROGRAMME 2012/2013
STANDARDS TRACKING DOCUMENT**

Name of PGCE Student: **Example 3**

- *Reference must be made to specific supporting evidence, this evidence does not need to be collated into a designated evidence file*
- *School A Mentor signature endorses the evidence cited by the student teacher*
- *School B Mentor signature confirms that the student teacher has appropriate evidence towards the Teachers' Standards*
- *There should be some evidence provided for each Standard by the end of School A*
- *Please consult Grading Descriptors and Good Practice Guide for further guidance*

Signature of University of Chichester PGCE Subject Tutor upon completion.

_____ Date: _____

PART ONE			
1. Set high expectations which inspire, motivate and challenge pupils			
School A	<p>I plan lessons with the expectation in mind that every pupil should be given an opportunity to demonstrate their learning in a positive way. I use my lesson plans to think about ways in which every pupil can be engaged in the learning and grow as a learner. My lesson plan for 8G on 05.11.2012 exemplifies an attempt to create a trusting relationship between myself and JG by giving him responsibility for an aspect of whole-class learning.</p> <p>I memorised the pupils' names in each of my classes prior to teaching them so that I can use their names to praise them and to promote positive behaviour in and around the classroom. The observation for my lesson with 9L on 25.10.2012 draws attention to the fact that I had learned the pupils' names prior to my first lesson with the class. I believe that this created a positive environment in the classroom from the beginning of my time with them, since every pupil was able to feel known and valued as a member of the class.</p> <p>In my DIDLE for 10E3 on 05.12.2012 I reflect on how I might encourage one particular pupil to develop confidence as a learner in order that he might learn more independently.</p> <p>The observation for my lesson on 28.11.2012 refers to the respect that the pupils have for me and the positive way in which this impacts on their learning.</p> <p>My hand-out on Shakespearean insults for a lesson with 8G asks that pupils only insult each other in a Shakespearean fashion (!) during the task, and I verbally reinforced my expectation that pupils should be kind to one another while exploring a fun aspect of Shakespeare's language.</p>	<p>My mentor log for 13.02.2013 notes that I established a good learning environment with 11B. It was also noted that I have a good relationship with a Year 13 class.</p> <p>I showed "high standards in attendance/punctuality in face of adverse weather conditions" and staff absence (see mentor log for 12.03.2013).</p> <p>A formal lesson observation on 12.03.2013 records that I had high expectations of behaviour and a good relationship with the pupils. It is also noted that I have knowledge of the pupils and that I referred to prior work produced by named individuals. I used "challenging material" during this lesson but presented it in a way that met the strengths and needs of individuals.</p> <p>My mentor writes in my Joint Summative Report that I know and care for the pupils whom I teach.</p> <p>I use my lesson plans and DIDLEs to plan for and comment on the safety of the pupils in my care. See lesson plan for 14.05.2013 for a comment about pupils' sense of safety while other adults are in the classroom for the first time.</p> <p>I have shadowed a tutor group during my time on placement and I have observed the way in which the tutor sets expectations of pupil behaviour and attainment by involving themselves in the way that the pupils record their National Curriculum levels for each term.</p>	School B

2. Promote good progress and outcomes by pupils

<p>School A</p>	<p>I have obtained assessment data on the pupils in every class that I teach. I refer to this data when planning lessons and when preparing resources.</p> <p>I have planned for and used differentiation-by-task (lesson plan for 9L, 25.10.2012) in order that pupils can make levels of progress during lessons that are appropriate to them.</p> <p>The observation of my lesson with 7F recognises the fact that I had drawn on the pupils' prior learning when planning the lesson.</p> <p>I use plenaries to evaluate pupils' learning against my planned Learning Objectives and Outcomes. I try to provide opportunities within the plenaries, too, for the pupils to reflect on their own learning (lesson plan and DIDLE, 25.10.2012, 9L).</p>	<p>I clearly explain how to make good progress during lessons (see formal lesson observation for 7Wi on 12.03.2013).</p> <p>The joint formal observation of my lesson with 7Wi on 14.05.2013 noted that the lesson "promoted high levels of engagement, resilience, confidence and independence and pupils learnt exceptionally well".</p> <p>I revisit particular Learning Objectives where I feel that the pupils need to further develop certain skills. This allows the pupils to draw on what they already know about how to use those skills and to use that knowledge to develop their skills. I planned a lesson for 7Wi on 04.06.2013, for example, that revisited a Learning Objective from a lesson on 14.05.2013 and the pupils demonstrated that they were able to call on their prior learning about how to respond to others' contributions to class discussion (see lesson plans).</p> <p>I taught a Year 11 class and a Year 13 class prior to their examinations and my mentor log for 21.05.2013 noted that I effectively planned and delivered a "high impact" revision session for Year 11 prior to their Literature examination. I also demonstrated accountability for their attainment when I delivered two revision sessions to groups of Year 11 pupils on a Saturday before their examinations.</p>	<p>School B</p>
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3. Demonstrate good subject and curriculum knowledge

School A	<p>I am continuing to work on my Subject Knowledge Portfolio.</p> <p>I use my observation notes to inform my thinking about how I can effectively convey to pupils my knowledge of my subject.</p> <p>On Saturday 10th November 2012 I attended a conference entitled, 'New Thinking on Behaviour', about behaviour management in schools. I signed up for a workshop on using effective questioning to promote positive behaviour for learning because I felt that this workshop was the most helpful to me in terms of its practical application. I took notes and will use these and the hand-out provided to plan effective questions for future lessons.</p>	<p>My mentor log for 26.02.2013 observes that the coursework that I marked for 11B shows an understanding of and familiarity with the mark scheme for the Cambridge IGCSE.</p> <p>My work on Assignment 3 has enabled me to more closely use the theory from relevant reading to inform my practice with 7Wi and our unit of work on narrative writing (see mentor log for 23.04.2013).</p> <p>On 08.05.2013 I attended a twilight INSET on the A-level English Language paper, which was delivered by MD from the Senior Examiners Team at AQA. Although I do not teach English Language at the moment I may do so from September so I feel that the knowledge and insights gained will be very useful in the long-term future.</p> <p>My Joint Summative Report notes that I "successfully identify and exploit opportunities to develop learners' skills, in communication, reading and writing." My work towards Assignment 3 further enabled me to meet S3 in this way.</p> <p>I am continuing to add to my Subject Knowledge Portfolio with materials gathered from the placement and from further reading.</p>	School B
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4. Plan and teach well-structured lessons

<p>School A</p>	<p>My formal observation for 10E3 on 28.11.2012 indicates that the structure of the lesson was good.</p> <p>The observation of my lesson with 7F on 03.12.2012 highlights an 'engaging and interactive activity' that I used to explore some common spelling mistakes that I had identified from the pupils' exercise books.</p> <p>I use my DIDLEs to reflect on the learning that has taken place during a lesson and how I might improve my teaching in future lessons. My DIDLE for 9L on 09.11.2012, for example, reflects on how I might improve a particular pupil's engagement with the learning. I comment in my DIDLE for 13.11.2012 on how far I succeeded in increasing her access to the learning.</p> <p>I have put my lesson plans, Smart Board presentations and other resources on the shared area in the Department's files. A Smart presentation that I used for a lesson with 9L on 09.11.2012 (see teaching file) was used with a class by another member of the Department. A resource that I prepared for 10E3 on 06.12.2012 (see teaching file) to help them plan their Controlled Assessment was used by two other members of the Department with their own classes.</p>	<p>My mentor log for 13.02.2013 records that I produced material for a Year 13 class that engaged and motivated them.</p> <p>My mentor log for 26.02.2013 observes that my assessment of 11B's coursework folders informed my planning for subsequent lessons.</p> <p>A formal lesson observation for 7Wi on 12.03.2013 notes that I delivered a "clearly structured" lesson that built on pupils' capabilities and prior knowledge.</p> <p>I use my DIDLEs to inform the planning and teaching of future lessons. In my DIDLE for a lesson with 9Ed on 08.05.2013, for example, I reflect on the success of a teaching strategy that I put in place because previous experience had taught me that the pupils in this particular class find it difficult to concentrate during modelling exercises.</p> <p>I prepare detailed plans for lessons (see formal lesson observation, by my Subject Tutor, of 7Wi on 14.05.2013). Some feedback from the lesson was that I prepared "clear and focused" Learning Objectives, linked to differentiated outcomes, which detailed the expected learning.</p> <p>My Joint Summative Report states that I am "highly reflective in critically evaluating" my practice. This was helped by my evaluations for the SoW on narrative writing with 7Wi as I used my evaluations of lessons to inform future planning, teaching and learning.</p>	
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5. Adapt teaching to respond to the strengths and needs of all pupils			
School A	<p>I deviate from my lesson plans where I have made a judgment that the needs of the pupils will be better met by doing/discussing/learning something else. For example, I adapt my planned timings (lesson plan and DIDLE for 9L on 13.11.2012) to respond to the needs of pupils as they arise during the lesson.</p> <p>I try to use my interactions with pupils, and evidence from their exercise books, to plan future lessons that meet any needs that I identify. My lesson plan and DIDLE for 10E3 on 22.11.2012 is evidence of this, as is my lesson plan for 7F on 03.12.2012, both of which plan to meet pupil need that has arisen in previous lessons or from evidence in their exercise books.</p> <p>On 13.12.2012 I provided a differentiated resource for six pupils in the class (see lesson plan for 8G) who I anticipated might struggle to take notes, as I asked the remainder of the class to do, independently.</p>	<p>My mentor log for 26.02.2013 notes that my assessment of 11B's coursework folders allowed me to identify the strengths and weaknesses of individuals within the class and that I was to discuss these on a one-to-one basis with the pupils.</p> <p>I planned a lesson using a P4C circle with 9Ed on 07.03.2013 because I was concerned by their lack of cohesion which seemed in part to be due to racial issues. I reflected in the corresponding DIDLE on possible reasons for its lack of success as a lesson and I planned to respond to these issues in other ways during the remainder of our time together.</p> <p>I am teaching 10B the same SoW that I put together for 11B but I adapted it (and particularly the pace of the learning) to ensure that the material was accessible for pupils with a range of needs (see mentor log for 12.03.2013).</p> <p>I plan for a lesson with 7Wi on 14.05.2013 to differentiate for pupils by questioning.</p> <p>My Joint Summative Report observes that I have an astute understanding of how effective different teaching approaches are in terms of impact on learning and engagement of learners.</p> <p>I reflect in Assignment 3 on my on-going developmental needs for S5.</p>	School B

6. Make accurate and productive use of assessment

<p>School A</p>	<p>I have acquired attainment data on the pupils in each of the classes that I teach. I have used this data to in part inform my planning and teaching.</p> <p>As I note under S2, I use plenaries to evaluate pupils' learning against my planned Learning Objectives and Outcomes, and I try to provide opportunities within the plenaries for the pupils to reflect on their own learning (lesson plan and DIDLE, 25.10.2012, 9L).</p> <p>I have assessed pupils for Speaking and Listening (lesson plans for 8G on 05-06.11.2012; 09.11.2012 and teaching file) using level descriptors adapted from the National Curriculum. I prepared pupils for a Reading assessment using criteria that I adapted to increase its accessibility from the National Strategies APP Guidelines (lesson plan, 13.11.2012, 9L). I used pupils' target grades to give them the appropriate criteria for the assessment.</p> <p>Not having seen any writing from pupils in 8G, I planned a lesson in which the pupils would write a short piece related to their learning about Shakespeare (see lesson plan for 8G on 29.11.2012). I plan to read their writing and to identify any needs that may need to be met in response to what they have produced.</p> <p>The observation of my lesson with 7F on 03.12.2012 identifies the fact that I had taken one of that lesson's Learning Objectives from an assessment of the pupils' work in their exercise books.</p>	<p>When working on a one-to-one basis with Year 13 students I used the AQA mark scheme to suggest ways in which the students might improve their work in order to make progress (see mentor log for 26.03.2013).</p> <p>My mentor log for 17.04.2013 highlights that I used the grade descriptors for the IGCSE to effectively assess pupils' coursework folders. My increasing familiarity with the mark scheme has helped to inform my planning and teaching of the same material to 10B3.</p> <p>A formal observation of a revision lesson with 11B3 on 16.05.2013 notes that I used my previous assessment of the pupils' work to pinpoint areas that needed attention in order to impact on the pupils' exam technique.</p> <p>I devote a column of my SoW for 7Wi during Summer Term 1 to opportunities for AfL and I use my evaluations and reflections of these opportunities to inform future planning and teaching.</p> <p>I have begun to develop pupils' understanding of their assessment targets by adapting a departmental feedback form for pupils following the completion of their assessments. I use these to recognise good practice and to identify common areas for development. I give personalised feedback to individual pupils by writing on their assessments themselves.</p> <p>My Joint Summative Report observes that I can confidently and accurately assess pupils' attainment against national benchmarks and a range of GCSE and A-level mark schemes.</p>	<p>School B</p>
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7. Manage behaviour effectively to ensure a good and safe learning environment			
School A	<p>I put together a new seating plan for 8G (teaching file), which I then discussed with the class teacher and implemented during the lesson prior to my first with the class. I altered the seating plan after that lesson, following discussion with two pupils in particular, and I observed the pupils' behaviour throughout my first lesson with them in order to evaluate the success of the seating plan. I continued to experiment with the seating plan and changed it for the last time on 13.12.2012.</p> <p>The observation of my lesson with 7F on 03.12.2012 recognises my 'calm but assertive manner in delivering clear instructions', which 'encourages pupils to respond in kind, creating a calm but purposeful atmosphere in the classroom'. The observation also notes that I model courtesy and respect.</p> <p>My lesson plan for 8G on 14.12.2012 indicates that I am using the school's sanctions policy in an appropriate way.</p>	<p>A formal observation of my lesson with 7Wi on 12.03.2013 noted that I had "high expectations for behaviour" with a clear and calm start to the lesson.</p> <p>The same was noted – that I "made behaviour expectations clear" at the start of the lesson – in a formal observation of a lesson with 10E3 on 20.03.2013 and also that students complied to those expectations.</p> <p>Following incidences of disruptive behaviour on 03.05.2013 from a pupil in 7Wi I had a discussion with the class teacher and, with her support, sent an e-mail to the CPO and to other interested members of staff.</p> <p>I have implemented sanctions for lack of homework from pupils in 9Ed. I use the opportunity to talk to the pupils on a one-to-one basis about their situation and progress. In one instance this has led to a marked difference in the pupil's behaviour and attitude towards his learning. I wrote a note in his planner on 08.05.2013 to acknowledge his efforts.</p> <p>I have deployed the support of other members of staff, particularly the relevant class teachers and the Head of Department, where pupils' behaviour disrupts the learning of their peers.</p> <p>I attempt to give clear instructions at the beginning of but also throughout lessons to ensure that the atmosphere in the classroom is calm and purposeful (see formal lesson observation of 7Wi on 14.05.2013).</p>	School B
8. Fulfil wider professional responsibilities			

<p>School A</p>	<p>I attended an Open Evening for prospective pupils and their parents on 04.10.2012 in order to gain an understanding of its ethos and to explore departments across the school.</p> <p>I attended and participated in Faculty meetings on 18.10.2012, 22.11.2012 and 13.12.2012(see notes in School A file). Once a week I tutor a sixth-form student in preparation for his interview with the University of Cambridge.</p> <p>On Thursday 15th November 2012 I attended the Year 10 Parents' Evening. Following a suggestion given by my mentor, I considered the ways in which the class teacher (LSF) interacted with pupils and their parents, how she praised pupils and how she was able to express her concerns in such a way that they were presented as targets for improvement. As I have been teaching the class since 24.10.2012, I was also given opportunities to comment on pupils' progress during the course of the evening and, having marked a piece of homework prior to the Parents' Evening, I was able to offer suggestions for improvement.</p> <p>On 30.11.2012 I met with another sixth-form student to help her to prepare for her forthcoming interview with the University of Oxford.</p> <p>In my DIDDLE for 8G on 04.12.2012 I note that I have sought advice from other members of staff across the school with regards to a number of pupils within the class who have particular needs. E-mails have been exchanged between staff about their strategies to respond to the pupils' needs and seating plans have been shared.</p> <p>On 10.12.2012 I attended a staff meeting from which I took notes on the forthcoming curriculum review at the school.</p>	<p>I am acting as a co-form tutor for 7Du. My mentor log for 05.02.2013 notes that I am involved in activities with the tutor group, and these include leading tutor-time in the morning and monitoring the pupils' planners. I also shadowed a pupil from the tutor group to get a sense of the school during my first week there.</p> <p>My mentor log for 05.02.2013 further notes that I attended school-based Professional Studies sessions on SEN, Inclusion and Child Protection. My mentor log for 13.02.2013 records that I also attended a whole-staff meeting about specific pupils.</p> <p>My mentor log for 06.03.2013 notes that I accompanied a school group to the Guardian offices in London and that this included out-of-hours supervision. This log also records the fact that I left a "v. effective" cover sheet with work for the class that I missed while on the trip.</p> <p>I have attended whole-staff Pupils Information Evenings during which confidential information about specific pupils is shared. I take notes from these meetings on the pupils who I teach so that I can be sensitive to their individual situations and needs.</p> <p>On 08.05.2013 I attended a twilight INSET on the A-level English Language paper, which was delivered by MD from the Senior Examiners Team at AQA.</p> <p>On Saturday 11th May 2013 I gave two out-of-hours revision sessions to groups of Year 11 pupils in preparation for their GCSE exams.</p> <p>The joint observation of my lesson with 7Wi on 14.05.2013 notes that I effectively fielded "the tricky situation with contradictory advice from another teacher" and that I brought the conversation back to the intended learning for the lesson.</p>	<p>School B</p>
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Weekly Mentor Meeting Log

This mentor meeting log shows that the areas for discussion are being used as a guide for the meeting – the summary of the conversation includes reference to the student's teaching files, subject knowledge development and the Standards.

- Targets for development are clear and developmental. They are referenced to specific standards.
- The meeting follows from previous feedback – in this case the student's self-appraisal and the comments of the mentor in the first placement. This means that the student's progress is tracked and coherent.
- The mentor is successfully identifying gaps in the student's attainment at this stage and is helping her to address them effectively, in line with the expectations in the Grading Descriptors
- The student can refer to this record as evidence for developing her understanding of specific standards. By including a check of the student's Standards Tracking Document the mentor can identify any gaps and help the student to address them effectively.
- It clarifies to the student that her/his grade is not defined by performance in lessons alone. .
- You would expect to see evidence of actions to address the targets on the student's lesson plans and their lesson evaluations.
- How do you share the weekly targets with other teachers in the department? (e.g. display a copy of the log on the department notice board).

Weekly Mentor Meeting Log

To be completed/signed by Mentor and signed/ copied/ acted upon by Trainee who should retain a copy in her/his PDP	Secondary PGCE
Trainee teacher:	Date:
Subject:	School:
Review of last week's targets / action plan: <i>First mentor meeting of School B so school A summative report and IAP for school B formed the basis of this meeting</i>	
Areas for Discussion: <ol style="list-style-type: none"> 1. Consider Grading descriptors and agree targets 2. Check Teachers' Standards' evidence 3. Check teaching files –quality of planning, lesson evaluations, monitoring and assessment 4. Check completion of Subject Knowledge Audit 5. Lesson observations <p><i>Continue to work on the SK Profile to ensure that subject knowledge relevant to teaching is secure. We have had a discussion about the Summative report from School A and looked for ways forward to improve teaching further. Beginning all learning objectives with "To learn how to..." will encourage the concentration on skills learned for the lesson rather than the tasks.</i></p> <p><i>Spoke about planning and examples given for Year 7 – 3 sections of learning that need to take place over a week. (See attached A4 sheet) Concentrate on a key skill each week, varying it between reading and writing.</i></p> <p><i>Working Smarter not Harder –Create a mind map for the lesson plan before writing details of differentiation onto the pro forma. Continue to plan the questions, but reduce the number of questions asked, and get the students to expand on the answers that have already been given. Collaborative approach.</i></p> <p><i>Discussed working with the TAs and giving them a learning space rather than sitting them next to the student. Concentrate on their deployment for Year 7 (S8). This can be adjusted as the lessons progress.</i></p>	
Targets for Development: <p><i>1 Concentrate on Learning Objectives and identify the skill, so that all lessons have a clear focus. Plan lessons which revolve entirely around the learning, rather than the tasks involved (S4). The tasks become the vehicles for the learning and used for engagement. (S1) Use the AFLs in order to put together the Learning Objectives.</i></p> <p><i>2. Work on Plenaries as being a way of checking progress and learning from the lesson, leaving enough time to make this a purposeful activity. (S6)</i></p> <p><i>3. Develop strategies for behaviour management – also over ½ term look at the specific learning needs of the students to ensure that each child is being focused on as an individual (s7) and (S4). Particularly with year 11 it is about building relationships and having common ground with them (S1). Expectations should be high for year 1. Year 11 class especially needs to have specific needs catered for. Copy of the SLN booklet provided. (S5)</i></p>	
Mentor to sign:	Date:
Trainee Teacher to sign:	Number of days absent from Previous Week:

Lesson Observations

The single page format with a summary of the Teachers' Standards is well received by mentors and professional tutors. It can only provide a summary of a lesson. The required number per school experience serve as evidence of classroom competence and evidence that the student teacher has been assessed across the key stages for which they are being trained. The focus of the observation should complement the areas identified for development in the weekly mentor log and can then be used as evidence for particular standards in the Standards Tracking Document. There is a formative element to any lesson observation and this is reflected in the strengths, areas for development and identification of 3 action points. The Programme does not state a maximum number of formal lesson observations in any one school experience. Some schools use the formal lesson observation form for all observations – in this case a student may have several each week. Other schools use their own formats for informal observation and identify specific lessons for the 5 or 7 formal lesson observations required for that school experience. Some constant features of good practice are:

- Reference should be made to the Teachers' Standards, the student can then use the observation as evidence towards achieving that/those standards.
- Points for development are often very specific and are related to examples from the lesson. Action points should be precise and should be followed up in later observations and mentor meetings.
- The language used in the written comment should match the grade given for the lesson. Lessons should be graded according to the criteria provided in the document: *Grading the Quality of Teaching* which is based on the Ofsted evaluation schedule for grading the quality of teaching and it has been provided for you on a laminated sheet, together with a summary of the Teachers' Standards.
- The strengths noted should consider what the student did well and what impact this had on pupil learning

University of Chichester Lesson Observation Sheet (for use from 2013/14)

Trainee Teacher:	Subject:	Course: Primary: BA PET 1/2/3 Secondary: BA (QTS) PE 3/4	PGCE School Direct PGCE School Direct	KS2/3
School:	Class/Year:	Observation Focus: (Please highlight) Range of Teaching Strategies. Subject Knowledge. Assessment. Behaviour Management. Planning. Learning Outcomes. Other		
Teachers' Standards – evidence observed in the lesson (please refer to in your comments)		Strengths and Achievements (to include comments on the quality of pupil learning and progress):		
PART ONE		<p><i>Pupils able to get on with task immediately – instruction ready on board when they came in.</i></p> <p><i>Lesson plan, LSA liaison sheet (S8), seating plan, register, resources all provided – very well organised (S4)</i></p> <p><i>Lesson outcomes shared clearly – pupils know what the lesson is about</i></p> <p><i>Clear instruction of what to look for during video, time limit used to create sense of urgency</i></p> <p><i>Example shield and javelin used – good idea to engage pupils</i></p> <p><i>Question on board for those who finish booklet pages so that they can get on straight away</i></p> <p><i>Circulate as pupils work to encourage individuals</i></p> <p><i>Pupils offer answers when you go through the answers. Some thoughtful answers</i></p> <p><i>Calm approach. Very well organised, clearly planned (S4)</i></p> <p><i>A safe lesson. Pupils were interested but not necessarily challenged – their learning was broadly in line with their capabilities (S5)</i></p>		
1. Set high expectations which inspire, motivate and challenge pupils				
2. Promote good progress and outcomes by pupils				
3. Demonstrate good subject and curriculum knowledge				
4. Plan and teach well structured lessons				
5. Adapt teaching to respond to the strengths and needs of all pupils				
6. Make accurate and productive use of assessment				
7. Manage behaviour effectively to ensure a good and safe learning environment				
8. Fulfil wider professional responsibilities		Points for Development (to include comments on the quality of pupil learning and progress):		
PART TWO		<p><i>2 pupils near me don't do the starter but fill in when you go through the answers. No sense that they may be asked to contribute answers. Not really engaged in learning. (S2)</i></p> <p><i>Is this a task which all year 7 complete, or your own devising? Are pupils engaged (enthused)?</i></p> <p><i>Ask for answers from those who don't always volunteer (S5)</i></p> <p><i>Your calm approach would be effective with a group whose behaviour is challenging, a more lively and creative approach could be used with a group like this. These pupils are co-operative and could be involved more actively in their learning.</i></p>		
Personal And Professional Conduct		Action Plan: (Maximum of 3 development/progression points for review at next mentor session)		
Trainee Teacher Signature:		<p><i>Plan lessons which include active learning designed to engage and challenge (S2). Identify this on your written plans.</i></p> <p><i>Exemplify, by your demeanour in lessons, that you are enthusiastic and excited by the lesson (S1).</i></p>		
Date :		Standard of teaching performance (using the University of Chichester Lesson-Observation criteria) Please ring one category		
Signed: Mentor / Professional Tutor / University Tutor		1 : Outstanding 2 : Good 3 : Requires Improvement 4: Inadequate (Fail)		
		Please note: Primary BA PET Year 1 and Secondary BA(QTS) PE Year 3 to be graded Pass/Fail.		

Joint Summative Report

The Joint Summative Report should:

- A. Tell the student very clearly why they have been awarded their grade
- B. Give them clear guidance on the areas they need to develop in order to make progress; this means that specific standards must be referenced and the language should reflect the grading descriptors.
- C. Reflect previous feedback and targets

A The language should match the grade. The University of Chichester *Grading Descriptors* sets out clearly what is expected of a student teacher to achieve at a High level, a Good level, and a Minimum level. These descriptors are provided for you in the School Experience Handbook and as a separate PDF document with all your course documentation. There is also a document provided on your CD entitled **“Key Descriptors from the grading criteria”** which highlights some key words/phrases associated with each level. In this example words like: astutely, can always, highly successful, consistently, imaginative, routinely meticulous all indicate that the student is achieving at a high level.

B The general comments related to the Standards will complement the grading report. Ultimately, the student must demonstrate that he/she has met all the Teachers’ Standards in order to be recommended for QTS. Your comments here will confirm that she/he has made progress towards meeting some or all the Teachers’ Standards (School A) and has met all the Teachers’ Standards at a high, good or minimum level (School B). Your comments will also make specific reference to areas of strength (with specific examples) and the Standards that need to be prioritised in the next phase of training/development.

C It would be confusing if areas for development identified on lesson observation feedback and mentor meeting logs did not match the summative report.

The Joint Summative Report for School A should inform the Professional Tutor and Mentor in School B of the student’s areas for development and the Joint Summative Report for School B should match the student’s targets for the NQT induction year identified in their Individual Action Plan.

**SCHOOL B
JOINT SUMMATIVE REPORT**

NAME:Xxxxxxxx XXXXXXXXXXXX **PASS/FAIL**

Failure will result in the student being referred to the PGCE Examination Board as having failed school experience.

**Please expand this form electronically.
For guidance, please see the Good Practice Guide example. Reports should include 50 – 100 words for each Standard.**

<p>1 Set high expectations which inspire, motivate and challenge pupils</p>	<p>Strengths:</p> <ul style="list-style-type: none"> • Xxx's presence immediately calms students and creates a safe learning environment • Xxx has unconditional positive regard for each student • She inspires confidence • Her students are motivated and engaged because (a) she is well respected and (b) she provides stimulating and creative learning opportunities • She has consistently high expectations irrespective of students' cognitive abilities, cultural predilection
<p>2 Promote good progress and outcomes by pupils</p>	<p>Xxxx listens astutely to verbal responses of students and is confident to respond to the emerging needs of her students. For example, students studying the Eightfold Path were challenged to assess whether or not they had enough knowledge. This allowed them the independence to make a judgment, and then Xxx facilitated time in the lesson for consolidation. The result was good quality written reflections by the students on the application of their knowledge</p>
<p>3 Demonstrate good subject and curriculum knowledge</p>	<ul style="list-style-type: none"> • Xxx has worked tirelessly to deepen her subject knowledge and now has a very sharp understanding of major curriculum areas • She has demonstrated this in department meetings, informal chats, through curriculum planning, and the construction of schemes of work • She can always field factual questions in lessons effectively; knowledge of some topics is becoming increasingly detailed • Xxx has acquired detailed knowledge of subject content and assessment requirements for GCSE and AS. E.g. she can give extensive examples of appropriate student responses, and construct/deliver effective GCSE revision sessions
<p>4 Plan and teach well structured lessons</p>	<ul style="list-style-type: none"> • Xxx has planned highly successful lessons and schemes of work • Starters are consistently engaging • She has a clear understanding of lesson objectives which are then delivered in a lateral, student-focussed way. E.g. her imaginative lesson on Xxx where an appropriate atmosphere of respect and curiosity was created so that lively activities were focussed and systematic • Her lessons are consistently and routinely meticulous, yet Xxx is always open to respond to diagnostic feedback and her own

<p>5 Adapt teaching to respond to the strengths and needs of all pupils</p>	<p>critical reflection and thus strive for continual high levels of pupil learning</p> <ul style="list-style-type: none"> • Xxx has facilitated the learning of a wide range of students from mixed ability groups at KS3 to low ability GCSE and gifted AS level students • She has a sound grasp of appropriate pedagogy as evidenced in her assignments • She has created well-developed schemes of work from scratch, integrating assignments and assessments targeted at the RS attainment targets • Xxx has a clear recognition of students' presenting behaviours and how these can relate to self-esteem and/or technical learning issues – she has been proactive in creating specific resources for SEN students and using appropriate strategies for students with, for example, SpLD
<p>6 Make accurate and productive use of assessment</p>	<ul style="list-style-type: none"> • Through using exemplar material, online resources, past papers, mark schemes; Xxx is increasingly adept at recognising specific levels of attainment. • She contributed to an INSET moderation exercise and was able to engage in the debate about grade boundaries, accreditation and the need for a consistent approach • She routinely provides students with verbal feedback during lessons and is increasingly including peer evaluation and synopses to check pupil understanding • She has developed students' own reflective practice by using a variety of diagnostic marking techniques • She issues students with SMART targets at the end of units
<p>7 Manage behaviour effectively to ensure a good and safe learning environment</p>	<ul style="list-style-type: none"> • From the beginning Xxx established high expectations of student behaviour • She is fully cognisant of the school's behaviour framework and incorporates these procedures into her planning • She gives students ownership of the behaviour management process by explaining rules and letting them discover consequences for themselves • She has acted on advice from the start and has successfully incorporated a range of techniques, including non-verbal cues, use of positive language and the language of choice • She has used support from the pastoral system very effectively • She has maintained solid, positive working relationships with her students and, as a result, has their respect
<p>8 Fulfil wider professional responsibilities</p>	<ul style="list-style-type: none"> • Xxx has made a significant contribution to the RS department – expressed insights and shared her substantiated, rational views during INSET and Department meetings. • Her mature response to, at times challenging, feedback has been exemplary and she has earned respect as a true professional from the department and colleagues in other areas of the school. • She has shown a commitment to the ethos of the department and the rigours of delivering RS • She approaches everyday life as a teacher with the appropriate blend of humour and dedication
<p>Part two: Personal and professional conduct</p>	<p>Xxxx is regularly the first to arrive and the last to leave and, throughout her placement, despite inevitable setbacks from time to time, has maintained a sunny disposition and a 'can do' attitude.</p>

		<p>She displays an insight into teaching that is beyond her experience, an academic potential which appears boundless, and an emotional literacy which will serve future generations of students wherever they are lucky enough to be taught by her. She is an enthusiastic advocate of tolerance and inclusion on every level with very well developed ethical sensibilities. Xxx is a level-headed, pragmatic and inspiring individual and already an asset to the profession.</p> <p>Areas for development:</p> <p>To maintain the high standards that she has set for herself throughout her NQT year and beyond</p> <p>To fully integrate Socratic questioning across all key stages and the ability range, including as a tool for behaviour management</p> <p>Evidencing outcomes for students with I.E.P.s and attendant parental liaison</p>			
Please sign & date to confirm that this report has been agreed by:					
Student Teacher		Professional Tutor		Mentor	

Overall Grade:

Please indicate the overall level of assessment (with reference to the *University of Chichester Grading Descriptors Document*).

Achieved standards at a High level

Achieved standards at a Good level

Achieved standards at a Minimum level

Inadequate/Fail

Number of days absence during this placement: **NONE**

Copies to:

Mentor Professional Tutor Student Teacher University Subject Co-ordinator Programme Administrator

Notification of Concern

Any concern about a student teacher can be raised with the University at any time during the placement. The concern might be relatively minor or it might be very serious. When a concern is notified, a tutor from the University will contact the mentor/professional tutor as appropriate. The issue of a Notification of Concern must be recorded on the next mentor log.

In the case of a minor concern a response by telephone or email might be sufficient and the concern may be resolved or monitored.

In the case of a serious concern, the University tutor will normally arrange to visit the school and an Action Plan may be drawn up for the student teacher.

The Notification of Concern should be brief. It must state the concern clearly and refer to the Teachers' Standards. The student must be informed that a concern has been notified to the university and she/he must be given a copy of the form.

In the case of a serious cause for concern relating to teaching and learning, the problems are often many and overlapping. The details on the Notification of Concern should be as specific as possible. Several Standards may be relevant to the issues identified but it is helpful to concentrate on one or two.

There follows an example of a Notification of Concern for a relatively minor concern (which could develop into a serious concern if not addressed) and an example of a Notification of Concern for a serious concern where the mentor and professional tutor consider that the learning of pupils is at risk.

If you have any concerns about a Student teacher please complete and send a copy of this form to the Programme Office and Subject Tutor.

NOTIFICATION OF CONCERN	
NAME OF STUDENT TEACHER	
SCHOOL	
MENTOR	
PROFESSIONAL TUTOR	
DATE	
Nature of Concern:- <i>Xxxxxx is late to school, she is not arriving at school in time for staff briefing. (S8, S1)</i>	
SIGNED: PROFESSIONAL TUTOR	
SIGNED: MENTOR	
Action agreed with University Tutor: <i>Mentor and subject tutor have discussed with Xxxxx the importance of punctuality as an indication of professional behaviour and commitment. Xxxxx understands that this will be a serious issue if it continues. Mentor to monitor and inform subject tutor if there is no improvement in the next week.</i>	
SIGNED: UNIVERSITY TUTOR	
All signatories required to keep a copy of this document. A copy must be given to the Student Teacher as soon as possible after completion of this form.	

If you have any concerns about a Student teacher please complete and send a copy of this form to the Programme Office and Subject Tutor.

NOTIFICATION OF CONCERN	
NAME OF STUDENT TEACHER	
SCHOOL	
MENTOR	
PROFESSIONAL TUTOR	
DATE	
<p>Nature of Concern:-</p> <p><i>Xxxxx's lesson planning is inadequate. He gets confused during his lesson and so pupils are not sure what they are supposed to be doing. He is trying to put far too much intone lesson in spite of being asked to follow the department's guidelines. (S4)</i></p> <p><i>Xxxxx has not developed a 'presence' in the classroom. He does not seem to be enthusiastic and purposeful so his lessons lack pace. Pupils are becoming disaffected (S1, S7)</i></p> <p><i>Xxxxx is not managing behaviour effectively and relationships with pupils are getting worse. He is very quick to become angry and is not consistent in his approach. (S7)</i></p>	
SIGNED: PROFESSIONAL TUTOR	
SIGNED: MENTOR	
<p>Action agreed with University Tutor:</p> <p><i>Action Plan to be drawn up, to be reviewed on</i></p>	
SIGNED: UNIVERSITY TUTOR	
<p>All signatories required to keep a copy of this document. A copy must be given to the Student Teacher as soon as possible after completion of this form.</p>	

Action Plan following Notification of Concern

When there is cause for concern about a student's progress, the problems are often many and overlapping. One of the reasons why an Action Plan following Notification of Concern is effective in providing support for the student is that it requires the mentor and subject tutor to be very precise about what the student should tackle first. In this example there were clearly many problems, but the Notification of Concern tries to focus on just 3 areas. There are likely to have been discussions between the mentor and subject tutor before an Action Plan is drawn up and there will be lesson observations and mentor logs to provide evidence of and help to identify the student's recurring difficulties.

The Action Plan following Notification of Concern is specific in stating who will do what to support the student in achieving the targets. The evidence is concrete. This means that the student knows exactly what she/he needs to produce to show that she/he has met the target. If the student fails to achieve her/his Cause for Concern Action Plan targets she/he will fail her/his school experience and an external examiner will be involved identifying that procedures have been followed – in particular that the student was clear about what she/he was required to do and that she/he has been fully supported by the University and colleagues in school.

**PGCE (SECONDARY)
SCHOOL EXPERIENCE ACTION PLAN (Following Notification of Concern)**

TARGET	ACTION TO BE TAKEN BY STUDENT	ACTION TO BE TAKEN BY WHOM IN SUPPORT	OUTCOME	EVIDENCE OF ACHIEVING TARGET	ACHIEVED (Signature and Date)
S4 Plan lessons with a narrow focus, clear aims and objectives	Write concise lesson plans using the model provided by your subject tutor	Mentor and class teacher to check lesson plans before the lesson and review after the lesson.	Clear objectives and structure in lessons	Written observation by class teacher, mentor and subject tutor with focus on clarity of objectives.	
S1 Adapt tone and volume of voice to match phase of lesson – e.g. stating objectives, encouraging individuals and thus communicating calm authority	Include prompts on lesson plan. Audio tape sections of lessons: start of lesson and at intervals. Observe established teachers with focus on use of voice.	Subject tutor to give guidelines in tutorial. Class teacher and mentor to feed back after lessons. Mentor to arrange observation of experienced colleagues.	Different tone and volume in the different phases of the lesson	Written observations by class teacher and mentor and subject tutor includes comments on use of voice. Audio tape evidence, observation notes.	
S7 Know and implement school policies for dealing with disruptive behaviour	Become familiar with policies. Highlight implementation on lesson plans.	Mentor to ensure clear understanding of policies and routines and give specific feedback.	School policies and routines fully implemented	Concise and consistent record of use of school policies and routines in mark book or register, and on lesson plans/ evaluations	

Action Plan Agreed:

STUDENT:**MENTOR:****SUBJECT TUTOR:****DATE:**.....

Targets set in the Action Plan will be reviewed on:(Date)

If the targets have not been met by the due date, the student will be deemed to have failed the placement. In that event, an External Examiner will be asked to verify the decision. For implications of a failed placement, see the Programme Handbook.

Action Plan achieved/not achieved (delete as appropriate)

STUDENT:**MENTOR:****SUBJECT TUTOR:****DATE:**.....

Record of Key Stage 2 Experience

This report can be written as continuous prose or a series of bullet points. It should provide a reflective commentary on your key stage 2 week. You will find guidance about what you might experience during your key stage two week in the School Experience Handbook.

Two examples follow to demonstrate different styles of writing. Both provide a record of activities undertaken but also include comment about particular areas of interest and explain the relevance of the experience to the student teacher's development as a secondary school teacher.

PLEASE SUBMIT BY 12 JANUARY 2015

RECORD OF KEY STAGE 2 EXPERIENCE

NAME: XXXXXXXX XXXXXXXX

Subject English

SCHOOL: XXXXXXXXXXXXXXXXXXXX

Report on experience, refer to guidance listed in the school experience handbook

Observations in years 6, 5, 4, 3, 2 and pre-school, including lessons on literacy, numeracy, Geography, Drama, Science, Art and PE.

Looked at students' work and textbooks to gauge different levels and ability across the age range

Talked to pupils and class teachers to find out about particular challenges and key aims in subjects

Observation focussed on literacy teaching I increased my understanding of the way secondary English can build on what students can already do, particularly in teaching of handwriting, drafting and spelling and the way that resources are organised.

I assisted on a year 3 trip to the local library, adopting the health and safety risk assessment procedures of the school, especially for road crossings.

In the library I helped students to pick books appropriate for their ability and heard them read.

I led a year 3 PE lesson on my last day

Worked with the music teacher to learn about chanting and rhythms in order to teach the class a festival parade to fit in with their unit of work on Chinese New Year.

I spent time helping in the pre-school, which enabled me to increase my understanding of learning through play and find out about the importance of early years talk from the pre-school teacher.

Please initial/sign & date

Student Teacher		KS2 Colleague		Professional Studies Tutor	
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Copies to:

Student Teacher

University Subject Co-ordinator

Programme Administrator

PLEASE SUBMIT BY 12 JANUARY 2015

RECORD OF KEY STAGE 2 EXPERIENCE

NAME: XXXXXXXX XXXXXXXX

Subject English

SCHOOL: XXXXXXXXXXXXXXXXXXXX

Report on experience, refer to guidance listed in the school experience handbook

Upon arriving at XXXXXX School I was given an induction pack from the Secretary, and a tour of the school. During the course of the tour I met one of the LSAs at the school who briefly explained the motivation for naming the LS classroom. She explained that the pupils were involved in choosing the name and then in keeping it when the location of the room changed.

I observed lessons in literacy, handwriting, numeracy, science, PE, RE and the Year 6 topic. I worked with individuals and groups of pupils during these lessons.

I also observed a period of whole-school worship – which was an assembly with a faith element – and I saw the way in which the pupils’ many and varied achievements are celebrated by the whole school community. Pupils were rewarded for effort, attitude, attainment (academic or otherwise) and good conduct. I accompanied Years 4 and 6 on their weekly swimming lesson at the local swimming pool.

I listened to individual pupils reading either a book of their own choice or the class reader and recorded their achievements and some areas for improvement in their reading records. The Year 6 teacher very kindly gave me a copy of a reading record because I am particularly interested in the possible effects that the transition from primary to secondary school has on pupils’ willingness to read and their enthusiasm for reading. A surprising observation that I made at Placement A – that the Year 9 pupils in particular enjoyed the experience of reading to me on a one-to-one basis – makes more sense in the light of what I have observed to be a significant relationship between teachers and pupils at primary school. This observation has provoked some thoughts about how such a relationship might be maintained throughout secondary school in order to preserve and strengthen pupils’ enthusiasm for reading.

I accompanied teachers on playground duty at break- and lunch-times and thereby experienced another aspect of a teacher’s responsibilities. I was interested to notice that parents had a considerable amount of contact with members of staff at the beginning and end of each school day, which struck me as a particular point of difference between teaching at a primary or at a secondary school.

Please initial/sign & date

Student Teacher		KS2 Colleague		Professional Studies Tutor	
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Copies to:

Student Teacher

University Subject Co-ordinator

Programme Administrator

Record of Post 16 Experience

This report can be written as continuous prose or a series of bullet points. It should provide a reflective commentary on your post 16 experience. There may be differences in requirements between subjects; you will find guidance about what you are expected to include in your Subject Handbook. Your report may also reflect differences in the type of post 16 environment you experience.

Two examples follow to demonstrate different styles of writing. Both provide a record of activities undertaken but also include comment about particular areas of interest and explain the relevance of the experience to the student teacher's development as a secondary school teacher.

RECORD OF POST 16 EXPERIENCE

NAME **SUBJECT**

SCHOOL/COLLEGE

Report on experience, e.g. classes observed, activities undertaken, staff from whom information was received. See your subject handbook for guidance.

Year 12 overview of course:

- Observed both religion and ethics, and philosophy of religion modules on a seek A and B timetable.

Observed lessons

Religion and Ethics:

- The content of the Ethics lessons included activities and group discussion around approaches to ethics such as, Situation Ethics, Moral Ethics, Utilitarianism and Deontological Ethics.
- These lessons also included a deeper analysis and evaluation of some of the key figures on the discourse of Religion and Ethics such as Jeremy Bentham, Immanuel Kant, Joseph Fletcher, William Blake, John Stuart-Mill and Peter Singer.
- These lessons also enabled pupils to develop exam-writing skills and discussion techniques. The syllabus that the course follows is Edexcel A1 and A2. My knowledge of these exam boards has developed since looking at these papers and the marking criteria.

Philosophy of Religion:

- The content of the Philosophy of Religion lessons consisted of activities and discussion based around arguments concerning the existence of God, Morality and Evil, Theology and Philosophy.
- The arguments investigated were, the Cosmological argument, the Teleological argument and the Ontological argument.
- These lessons also included a deeper analysis of the Kalam Cosmological argument (investigated in previous degree).
- These lessons also included a deeper evaluation of the key figures on the discourse of Philosophy and Religion such as Thomas Aquinas, Aristotle, David Hume and Plato.

Taught lesson:

- Situation Ethics: This lesson included a research task in which students were asked to find out the arguments both 'For' and 'Against' concerning Situation Ethics. Students were asked to evaluate the strengths and weaknesses of the arguments from both William Blake and Bishop John Robinson whilst connecting this learning to the original theory set out by Joseph Fletcher.
- Students produced an A3 paper presentation of their research and the resources were produced by me for pupils to find on the School system.

Please initial/sign and date

Student teacher		16+ colleague		Mentor	
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Copies to: Student teacher, University subject co-ordinator, Programme administrator

RECORD OF POST 16 EXPERIENCE

NAME **SUBJECT**

SCHOOL/COLLEGE

Report on experience, e.g. classes observed, activities undertaken, staff from whom information was received. See your subject handbook for guidance.

Observed AS and A2 classes taking AQA Lit B: preparation and setting up of coursework, teaching of set texts and essay writing skills and style.

My mentor talked me through the pros and cons of the different A level exam boards and how coursework can be taught. I also sat in on English staff meetings about A level students' progress and attended an AS level parents evening. This gave me an overview of how the course is set out and how students are given feedback from formative assessment.

I taught an AS class for part of Unit 1; 'Aspects of Narrative' taking on advice from my mentor on the sorts of emphasis the exam board looks for in their assessment objectives. Plans, DiDLES and lesson observations can be found in my teaching file.

Throughout my placement I was attached to a sixth form tutor group, which gave me the opportunity to provide some of the pastoral care this age group need, especially in terms of offering some support for UCAS applications. The form tutor explained to me what the tutor's role for UCAS is and the careers advisers at the school gave me further information about how students are supported to make future plans and choices.

As well as the time I spent in English AS and A2 classes throughout my placement, I also spent a day shadowing sixth form lessons across the school to find out about teaching and learning styles in other departments.

Please initial/sign and date

Student teacher		16+ colleague		Mentor	
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Copies to: Student teacher, University subject co-ordinator, Programme administrator