

2020-21 PGCE Placement 1 Review 2

For completion by the Professional Tutor, School Mentor and Trainee on Pebblepad. The deadline for the review to be completed is 5th February, 2021

# PGCE Placement 1 Review 2

## Part A: School Evaluation

Name of Trainee: Ann Achronism

Subject: History

School: Tudor College

Subject Mentor:

Professional Tutor:

Date of Review:

Total Possible Number of Days in School since first review:

Number of days absent (illness):

Number of days absent (interview):

Number of days absent (other):

Placement 1 Block 1 absence total:

Professional Tutor’s Comment (optional) on Trainee’s Placement and/or Review :

Professional Tutor’s Signature: Date :

### Making reference to the Teachers’ Standards as appropriate, please comment below on the trainee’s progress in the second part of Placement 1:

e.g. How well has the trainee responded to advice/feedback? How well has the trainee worked with their weekly development targets? How well has the trainee developed their teaching? How well has the trainee responded to increased challenges and expectations, including increased workload? Is the trainee developing healthy and sustainable working habits?

Ann has made steady progress in the second part of this placement. She evaluates her lessons well and does act on advice & feedback. Her subject knowledge is good and she has worked really hard on building up her knowledge for teaching some lessons in the A level Tudors course. By her own admission, she needs to work on building up her knowledge for the delivery of the GCSE. She needs to make sure that she has planned the tasks well and tried them out herself so that she can guide the students. She plans her lessons well and has used the schemes of work and lessons plans we have in the department. She has tentatively tried out some of her own ideas but she needs to do this more. When she does active lessons she manages these well and should have the confidence to do these more often. She had a very successful active lesson with Yr 7 on the Peasants’ Revolt yesterday. She and the students were buzzing. The pace of this lesson was much better and she needs to make sure she paces all her lessons well and adapts them as she teaches. She is becoming more confident in her use of the GCSE specification and the expectations of all the different questions. She needs to build up her use of these with students and become confident in the marking and assessment of these questions. She does create a productive learning environment and has become more confident in using the school behaviour management systems.

### Please indicate clearly if, by the end of this placement, the trainee has been teaching 50% of a qualified teacher’s weekly timetable?

### Yes (Please delete as appropriate)

1. If the trainee has not been teaching a 50% timetable at the end of this placement, please explain why this is the case in the box below:

### Making reference to the Teachers’ Standards, in what ways and how well, in this second part of Placement 1, has the trainee’s teaching impacted upon pupils’ learning and progress? (You may find it helpful to refer to the “Pupil Progress Prompt Sheets”)

TS6,5 & 2 are the key areas Ann needs to work on. She has done some exercise book marking, marking each classes’ books at least once. She needs to really establish a routine of marking and feedback for all her classes so that she can give the students effective feedback and use DIRT to aid this. She also needs more opportunities to mark assessment at KS3 & 4. She has done some shared marking of A level essays and source questions. Ann has also attended several parents’ evenings and made productive comments to aid pupil progress. Ann has worked steadily at juggling all the demands of teaching, marking, feedback etc but needs to focus on this as she goes forward into Placement 2. This will really help her plan more effective, well-paced, well-prepared and productive lessons.

### Making reference to the Teachers’ Standards (Preamble & Part Two), please update you previous comments from the first review on the trainee’s Personal and Professional Conduct:

Ann has worked steadily to build up relationships with the students she has taught. She has fitted in with the department well and has worked really hard to build up her subject knowledge. She has been professional and reliable at all times and has established a good presence in the classroom. She expects high standards from the students and has demonstrated this herself.

### Please comment below as to whether the trainee has demonstrated appropriate professional competency with literacy and numeracy:

### Yes/No (Please comment in the box below if “No”)

Yes

### Using the QTS assessment booklet, and after discussion with the trainee and consideration of the trainee’s self-assessment, the subject mentor should report in the table below on the trainee’s current ability to meet Part One of the Teachers’ Standards where:

### S = Strength/Exceeding the Standard.

### M = Meeting;

### WT = Working Positively Towards Meeting that Standard;

### BS = Below Standard;

Please note that at this stage of their training it is anticipated:

* a small number of trainees will display one or more strengths (S) against particular Standards;
* the majority of trainees will have a combination of working towards (WT) and meeting (M) the eight Standards;
* a small number of trainees will have received an assessment of Below Standard (BS) in one or more of the Teachers’ Standards.

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| --- | --- |
| Standards: | S/M/WT/BS |
| TS1: Set high expectations which inspire, motivate and challenge pupils. | M |
| TS2: Promote good progress and outcomes by pupils. | WT |
| TS3: Demonstrate good subject and curriculum knowledge. | M |
| TS4: Plan and teach well-structured lessons. | M |
| TS5: Adapt teaching to respond to the strengths and needs of all pupils. | B |
| TS6: Make accurate and productive use of assessment | WT |
| TS7: Manage behaviour effectively to ensure a good and safe learning environment. | M |
| TS8: Fulfil wider professional duties. | S |

### Please comment briefly in the box below whether the evidence suggests, at this stage, that the trainee is on a trajectory towards meeting the Standards by the end of their ITT year:

With more practice and specific focus on her targets Ann should be able to reach the required standard for QTS.

### Please note clearly any concerns, including about professionalism, you have at this stage of training:

No concerns re professionalism, but may need organisational support as she adapts to new systems.

### In discussion with your trainee please list 3 development targets (linked to the Teachers’ Standards) and suggest concrete actions the trainee can take to help them achieve these targets. Please note: Set one target that builds on a strength/aspect of teaching the trainee enjoys.

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| --- | --- |
| Target area: | Actions to achieve targets: |
| Subject Specific:  Understand what is required for students to succeed at GCSE. | Regular use and marking of exam style questions.  Use of example/model answers.  Exam board training.  Regular feedback to students. |
| General Teaching and Learning:  Purpose + pace and variety of tasks. | Learn to adapt lessons as you teach.  Have a clear purpose you want the students to achieve in the lesson.  Use what is there but start to create your own resources, try out new ideas, take risks.  Do the tasks you expect the students to do this will help you be prepared for the lesson. |
| General Teaching and Learning:  Promote good progress & outcomes through effective assessment and feedback. | Mark books more frequently and practice GCSE marking.  Use DIRT to give effective feedback to the students.  Use assessment data to plan/adapt your lessons to allow the pupils to make progress. |

### Finally, in the box provided below, please suggest particular professional development opportunities the trainee might/should pursue in their second teaching placement to enrich themselves professionally. These may be linked to the targets you have agreed with the trainee or could be wider training opportunities.

Assessment & Feedback & how to use for pupil progress

Planning for a variety of activities

|  |  |  |  |
| --- | --- | --- | --- |
| Signed (Mentor): |  | Date: |  |
| Signed (Trainee): |  | Date: |  |

## PART B: Trainee Self-Evaluation

In this section, with reference to the school’s evaluation, summarise and reflect upon the first part of your first teaching placement.

### Please list details of all of your teaching experience in the second part of your first teaching placement (e.g. number of full lessons you have taught, age and ability range of classes, subjects, number of lesson segments - starters, plenaries, team teaching, small group teaching, one-to-one etc).

32 full lessons:

Year 7- 6 lessons (Medieval Realms)

Year 8- 9 lessons (Empire and suffragettes sequence)

Year 9- 7 lessons (Power and the People)

Year 10- 8 lessons (America 1920-1973: Opportunity and Inequality)

Year 12- 3 lessons (Henry VIII’s government)

TA Y7 nurture group

Observation of lessons for EAL students.

### In the box provided, please reflect on how actively you have engaged with your pastoral role as a form tutor since your last review:

Variety of activities:

Planner checks

Assemblies

games

watching the news

Cake Friday

### In the box below, reflect on how you have engaged since your last review with the wider life of the school. (What else have you done beyond your actual subject teaching?)

None on this placement- this is something I will have to address on my second placement. Possible options are doing some sort of archaeology club or helping out if there is a dance related activity on offer.

### In the box below, please comment on a particular highlight, aspect of your teaching currently which you are enjoying or an aspect of your professional skill set which is emerging /further developing as a strength.

I really enjoyed working with Y7 on the Peasants’ Revolt. I feel as though I was really able to make a difference to what they understood about causation. My suffragettes sequence went well overall. I am really enjoying being part of a form and I think I have good 1:1 relationships with lots of the pupils in the form.

### How has your teaching in this part of the placement facilitated pupils’ progress and demonstrated how you are applying your increasing understanding of each of the Teachers’ Standards? (Please ensure you comment explicitly on all eight of the Teachers’ Standards in Part 1.)

TS1: I have set high expectations for my classes esp Y7 – see observation forms.

TS2: While teaching my suffragettes sequence I built in time for pupil reflection on how much more knowledge they had to answer the enquiry question.

TS3: I did a lot of thinking about how to explain the concepts in the suffrage topic and, working with my mentor, adopted an approach of looking at why women hadn’t got the vote in 1914 to help students to see how the war made a difference.

TS4: My lessons on McCarthyism went well because I focused the first lesson on the substantive knowledge needed and then we worked with that knowledge in the second lesson. The students could answer the questions and revised the knowledge by using it. In the Y7 activity I developed for the Peasants’ Revolt students were able to really use their knowledge of the causes to create their own answers.

TS5: I broke down the complex knowledge for McCarthyism topic into smaller chunks and took more time than I had originally planned to make sure the students understood it. The slower pace meant all students grasped the essentials.

TS6: through exercise book marking I have understood the difference in attainment across my classes and planned for differences in what pupils can do orally compared to on paper.

TS7: I have confidently used the school behaviour system with my classes. I have worked with the form tutor to support pupils struggling with their behaviour.

TS8: I took the lead on working with my form on news items of the week and helping them to work on the charity cake stall.

### During this final part of Placement 1 how have you demonstrated personal and professional conduct which reflects the Preamble and Part Two of the Teachers’ Standards?

Working 1:1 with pupils in the form and listening to what matters to them and helping them with their work and school events.

### Please comment on your functional literacy and numeracy skill development (where applicable):

|  |
| --- |
| OK  I don’t feel very confident with Maths, but I don’t have to use it much. |

### Finally, please reflect in the box below on your mentor’s assessment of your progress. Describe any support (from University or School colleagues) you feel would be of benefit to you which would help you meet your development targets.

This seems fair. I need more practice and I wish I did not have to move school right now as I am just getting used to working with some pupils.

I would like to get chance to get some more ideas for activity ideas and hope the planned trainee ‘TeachMeet’ will help next week.

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| Signed (Trainee): |  | Date: |  |
| Signed (Mentor): |  | Date: |  |

## Appendix: Teachers’ Standards

### Preamble

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

### Part One: Teaching

A teacher must:

#### Set high expectations which inspire, motivate and challenge pupils

* establish a safe and stimulating environment for pupils, rooted in mutual respect
* set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
* demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

#### Promote good progress and outcomes by pupils

* be accountable for attainment, progress and outcomes of the pupils
* be aware of pupils’ capabilities and their prior knowledge and plan teaching to build on these
* guide pupils to reflect on the progress they have made and their emerging needs
* demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
* encourage pupils to take a responsible and conscientious attitude to their own work and study.

#### Demonstrate good subject and curriculum knowledge

* have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings
* demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
* demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject

#### Plan and teach well-structured lessons

* impart knowledge and develop understanding through effective use of lesson time
* promote a love of learning and children’s intellectual curiosity
* set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
* reflect systematically on the effectiveness of lessons and approaches to teaching
* contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

#### Adapt teaching to respond to the strengths and needs of all pupils

* know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
* have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these
* demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development
* have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

#### Make accurate and productive use of assessment

* know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
* make use of formative and summative assessment to secure pupils’ progress
* use relevant data to monitor progress, set targets, and plan subsequent lessons
* give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

#### Manage behaviour effectively to ensure a good and safe learning environment

* have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy
* have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
* manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them
* maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

#### Fulfil wider professional responsibilities

* make a positive contribution to the wider life and ethos of the school
* develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
* deploy support staff effectively
* take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
* communicate effectively with parents with regard to pupils’ achievements and well-being.

### Part Two: Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.

* Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  + treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position
  + having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions
  + showing tolerance of and respect for the rights of others
  + not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
  + ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.
* Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards of attendance and punctuality.
* Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

# DfE Functional Numeracy and Literacy Skills

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| --- | --- |
| Before being recommended for QTS, trainees must be able to demonstrate competence in the following areas: | |
| Literacy | Numeracy |
| Speaking, Listening and communicating | Data and Graphs |
| Speaking, listening and communicating are fundamental to a teacher’s role.  Teachers should use:  · standard English grammar  · clear pronunciation and vocabulary relevant to the situation to convey instructions, questions, information, concepts and ideas with clarity. | Teachers should use data and graphs to:  · interpret information  · identify patterns and trends and  · draw appropriate conclusions.  · interpret pupil data  · understand statistics and graphs in the news, academic reports and relevant papers. |
| Reading | Mathematical calculations |
| Teachers should:  · read fluently and with good understanding. | Teachers should be able to complete mathematical calculations fluently with:  · whole numbers  · fractions  · decimals  · percentages |
| Writing | Solving mathematical problems |
| Writing by teachers will be seen by colleagues, pupils and parents and, as such, it is important that a teacher’s writing reflects the high standards of accuracy their professional role demands. They should write:  · clearly  · accurately  · legibly  · coherently  using correct spelling and punctuation. | They should be able to solve mathematical problems using a variety of methods and approaches including:  · estimating and rounding  · sense checking answers  · breaking down problems into simpler steps  · explaining and justifying answers using appropriate language. |