Teacher Education @ Loughborough

**LOUGHBOROUGH ITT PARTNERSHIP**

School Placement 2 Report Form

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| **Student Teacher:** |  |
| **Subject:** |  |
| **Placement 2 School:** |  |
| **Attendance**:  | Discounting, days off to attend interviews, please record the number of days the student teacher has been absent from school during the placement |  |

**Instructions**

**Please complete all sections of the report by Wednesday 17th May 2023 and save it in your secure shared folder. Please email confirmation when this is done to:** pgce@mailbox.lboro.ac.uk

**Section A - should be completed by the Subject Mentor in consultation with the ITE Co-ordinator where appropriate.**

1. Make a summative assessment of the student teacher’s **achievement** in their practical teaching in relation to the following areas of the ITE curriculum and the associated Teachers’ Standards.

***Please note*** *– Whilst the Teachers’ Standards have been arranged under the core areas of the ITE curriculum, it is important that a separate assessment is made for each Standard.*

1. In each curriculum area, and with reference to the relevant Teachers’ Standards and descriptors, identify the student teacher’s key strengths and main areas for development.
2. Provide an overall comment on the student teacher’s **progress and achievements** in their practical teaching during placement 2 and draw on the areas of development identified in each area to inform some appropriate early career targets.

**Section B - should be completed by the ITE Co-ordinator in consultation with the Subject Mentor.**

1. Make an assessment of the student teacher’s **personal and professional conduct** during the placement.
2. Provide an overall comment on the student teacher’s **performance** in their practical teaching during placement 2 and identify a maximum of 3-4 priority areas (targets) for the student teacher to support their early career development.

**Section C - should be signed by the ITE Co-ordinator, Subject Mentor and Student Teacher.**

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**SECTION A**

To be completed by the Subject Mentor in consultation with the ITE Coordinator where appropriate.

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| **Curriculum Area: BEHAVIOUR** |
| **Teachers’ Standards** | **Standard Met** **yes (Y) or no (N)** |
| **TS1: Set high expectations which inspire, motivate and challenge pupils** |  |
| **TS7: Manage behaviour effectively to ensure a good and safe learning environment** |  |
| **TS1: 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.

**TS7: Manage behaviour effectively to ensure a good and safe learning environment*** have clear rules and routines for behaviour in classrooms, and take responsibility of 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, exercising appropriate authority, and acting decisively when necessary.
 | Key Strengths* etc

Main Areas for Development  |

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| **Curriculum Area: CURRICULUM** |
| **Teachers’ Standard** | **Standard Met** **yes (Y) or no (N)** |
| **TS3: Demonstrate good subject and curriculum knowledge** |  |
| * have a secure knowledge of the relevant subject(s) and curriculum areas, fostering and maintaining pupils’ interest in the subject and addressing 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.
 | Key Strengths* etc

Main Areas for Development |

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**SECTION A CONTINUED**

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| **Curriculum Area: PEDAGOGY** |
| **Teachers’ Standards** | **Standard Met** **yes (Y) or no (N)** |
| **TS2: Promote good progress and outcomes by pupils** |  |
| **TS4: Plan and teach well-structured lessons** |  |
| **TS5: Adapt teaching to the strengths and needs of all** |  |
| **TS2: Promote good progress and outcomes by pupils*** be accountable for attainment, progress and outcomes of the pupils
* plan teaching to build on pupils’ capabilities and prior knowledge
* guide pupils to reflect on the progress they have made and their emerging needs
* demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
* encourage pupils to take a responsible and conscientious attitude to their own work and study.

**TS4: Plan and teach well-structured lessons*** impart knowledge and develop understanding through effective use of lesson time
* promote a love of learning and 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).

**TS5: Adapt teaching to the strengths and needs of all*** 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 SEN; those of high ability; those with EAL; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
 | **Key Strengths*** etc

Main Areas for Development  |

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**SECTION A CONTINUED**

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| **Curriculum Area: ASSESSMENT** |
| **Teachers’ Standard** | **Standard Met** **yes (Y) or no (N)** |
| **TS6: 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 assessments 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.
 | Key Strengths* etc

Main Areas for Development  |

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| **Curriculum Area: PROFESSIONAL BEHAVIOURS** |
| **Teachers’ Standard** | **Standard Met** **yes (Y) or no (N)** |
| **TS8: Fulfil wider 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
 | Key Strengths* etc

Main Areas for Development  |

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**SECTION B**

To be completed by the ITE Co-ordinator in consultation with the Subject Mentor.

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| **Personal and Professional Conduct** |
| **Teachers’ Standard** | **Standard Met** **yes (Y) or no (N)** |
| **Part 2** |  |  |
| 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 teachers’ 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
* having proper and professional regard for the ethos, policies and practices of the school and maintaining high standards of attendance and punctuality
* having an understanding of, and always acting within, the statutory frameworks which set out teachers’ professional duties and responsibilities.
 | General Comments |

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| **Overall Summative Comments** |
| **Early Career Targets (3-4)** |

**The following RECOMMENDATION will be made to the PGCE Programme Board.**

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| **Recommended Outcome** | **Please Tick**  |
| **Pass -** The student teacher has met the Teachers’ Standards |  |
| **Fail -** The student teacher has not met the Teachers’ StandardsPlease record below which Teachers’ Standards (and specific areas of these) the student teacher has not met.  |  |

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**SECTION C**

To be signed by the ITE Co-ordinator, Subject Mentor and Student Teacher.

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| **ITE Co-ordinator Name** |  | **ITE Co-ordinator Signature**  |  | **Date** |  |
| **Subject Mentor** **Name** |  | **Subject Mentor Signature** |  | **Date** |  |
| **I can confirm that the content of this report has been discussed with me** | **Student Teacher Signature** |  | **Date** |  |