## Standard 1

11/11/21

Trainee X is establishing a positive and purposeful learning environment. He is beginning to use his knowledge of the children to challenge them appropriately.

21/11/21

Trainee X is able to set high expectations and motivate learning through short games at the start of the lesson. He uses relevant tasks effectively.

30/11/21

Trainee X adapted the geography learning and showed that he could extend and challenge children at their own level by creating a quiz for LA children.

05/12/21

Trainee X sets goals that stretch and challenge others and has a good understanding that all children will learn at their own pace. He moved books around in the classroom away from their groups to ensure they were working with a range of ability groups to help aid each other.

16/12/21

Trainee X plans relevant and engaging tasks and sets high expectations of the children's behaviour for learning.

**Grade:** Met

**End of placement target:**

To use engaging hooks at the beginning of lessons to motivate and inspire the children.

## Standard 2

11/11/21

Trainee X scaffolded the learning in various ways to support the children's progress. It is important that the LO is clear and he links back to it throughout the lesson.

21/11/21

Trainee X is able to promote good progress by using a range of assessment tools. He used the tool to highlight if the children had understood the learning and used this to inform his next lesson.

30/11/21

Trainee X has created his own maths sheet for children to work independently on. He adapted this and added next steps for learning.

05/12/21

Trainee X has used a range of word banks to help children gain access to the learning objective. For the objective 'I can add suffixes onto the end of verbs such as ing and ed', Trainee X made word banks with 'ing' and 'ed' words to provide the children with extra support.

16/12/21

Trainee X is using prior learning to plan lessons and should now build on his questioning skills to probe their understanding more thoroughly.

**Grade:** Met

**End of placement target:**

To plan for opportunities in the lesson plenary for children to reflect on the progress they have made.

## Standard 3

11/11/21

Trainee X has demonstrated good subject knowledge within the Year 1 curriculum. He was able to deliver a lesson around 1 more and 1 less and clearly showed his understanding of this objective. He knew that a range of resources could be used to aid the lesson such as bead strings, cubes and Interactive Whiteboard use.

21/11/21

Trainee X demonstrated good subject knowledge within phonics lessons. He followed the lesson plan and was able to place each section of phonics in the lesson.

30/11/21

Trainee X demonstrated good subject knowledge through maths lessons. He was able to provide active DO NOW sessions and a clear starter for all his learning. In addition, he taught the use of a number line effectively by giving key tips such as ' always start with the biggest number in addition'. He explained star words and encouraged the children to use full sentences in their learning.

5/12/21

Trainee X used a range of resources in his phonics lessons. He included reading, writing and flashcards to help the children learn the new sounds.

**Grade:** Met

**End of placement target:**

To have an awareness of common misconceptions and plan for these in order to begin to anticipate and address these in the lessons you teach.

## Standard 4

11/11/21

Trainee X was able to plan and teach a well-structured lesson within maths. He used a range of adapted activities and transitioned throughout the lesson successfully. Within the lesson he included a do now, new learning activities, a talking task and an independent learning challenge. He was able to teach all confidently with clear transitions.

28/11/21

Trainee X was able to plan and teach a range of effective phonics lessons. He made use of all areas of the phonics session. He gave a clear recap of sounds and then taught a new sound with pictures and stories. The apply section was clear and the lesson was a good pace.

05/12/21

Trainee X taught a well-structured literacy lesson. He used role play and modelled writing to introduce learning.

09/12/21

Trainee X was able to set homework for the class and tested children on their spellings.

16/12/21

Trainee X plans and teaches lessons that have a good structure and pace. He is building his confidence and independence enplaning from the LO.

**Grade:** Met

**End of placement target:**

To use lesson time effectively. Ensure children are not seated on the carpet for more than 15 minutes at the start of the lesson.

## Standard 5

11/11/21

Trainee X adapted the activities and resources to match the children's abilities and support their progress.

20/11/21

Trainee X used a range of techniques to help with his lesson. He used word banks, sound mats, pictures to help with the needs within the classroom.

28/11/21

Trainee X worked with the LA children to extend their learning. He was able to give them a range of new vocabulary to enhance their learning and meet the learning objective.

02/11/21

Trainee X designed maths sheets independently for the learning. He made next steps that challenged the children and ensured that word banks/sentence starters were available for LA supports.

16/12/21

Trainee X makes use of the TA to support learning of group and is becoming aware of how to deploy support staff to maximise learning in other stages of the lesson.

**Grade:** Met

**End of placement target:**

To adapt teaching in accordance with the strengths and needs of all pupils.

## Standard 6

11/11/21

Trainee X is beginning to use evaluations and assessments from previous lessons to inform his teaching. Including HOW and WHY questions would enable him to probe the children's understanding throughout the lesson.

21/11/21

Trainee X created his own assessment record to help him understand which children had achieved the learning. He checked this through marking and then used it to inform his teaching for the next day. He changed the seating plan so children who did not understand the lesson from the previous day were targeted and sat with a teacher to explain further.

30/11/21

Trainee X was able to provide next steps for learning through assessments. He marked the learning and added green comment where needed.

05/12/21

Trainee X looked through the school assessment tracker to help track where children are. We spoke together about expectation for this time of year.

16/12/21

Trainee X is beginning to see how marking can be used most effectively to promote learning, and how the children are involved in the process.

**Grade:** Met

**End of placement target:**

To make use of formative assessments during lessons to support pupils learning e.g. use of mini plenaries.

## Standard 7

7/11/21

Trainee X has a good relationship with the children. He ensures the children are engaged in learning and are following established classroom expectations.

11/11/21

Trainee X was able to follow classroom behaviour chart to move children up to gold and down to blue when needed. He was using the images to help children understand key expectations such as hands up, zip lips etc.

21/11/21

Trainee X safely takes children around the school using the clear behaviour expectations and the children are aware they must walk silently.

30/11/21

Trainee X works consistently on having an authoritative approach with the children. X ensures they are following expectations in small groups and whole class.

16/12/21

Trainee X has developed a confident classroom presence and the children see him in the role of the teacher. He reinforces behaviour for learning expectations and should now consider the use of more specific praise.

**Grade:** Met

**End of placement target:**

To use a range of non-verbal communication to manage behaviour effectively.

## Standard 8

7/11/21

Trainee X is developing good professional relationships. He is reflective, implements feedback conscientiously and proactively seeks advice to improve practice.

28/11/21

Trainee X has helped support and plan an after-school club in Year 2. This worked with a range of KS1 and KS2 children. He worked with the teacher to plan the session.

02/12/21

Trainee X has helped with the school nativity. He is practising songs with the class and supporting behaviour within the rehearsals.

12/12/21

Trainee X is beginning to deploy staff in lessons and is starting to recognise which would be most beneficial for TAs to work with.

**Grade:** Met

**End of placement target:**

To communicate with support staff about the LO and success criteria prior to lessons in order to support pupil progress.

## Part 2

11/11/21

Trainee X is professional with teachers and the class, and is always setting high standards on conduct around school. He is always promoting positive attitudes and correct behaviour around the school.

21/11/21

Trainee X has a commitment to upholding the high standards of the teaching profession, and acts as an ambassador for the school and St Mary’s. Trainee X treats pupils with dignity and has developed lovely relationships with the children built on mutual respect.

01/12/21

Trainee X is punctual for school and lessons. He attends meetings on time and has a highly professional approach to school life. Trainee X's language and dress are highly professional and in line with school policy.

03/12/21

Trainee X has informed school staff, the Link Tutor and updated Abyasa of reasons for non-attendance.

05/12/21

Trainee X applies behaviour and assessment policy that support school practice. He acts on these in his planning, teaching and wider involvement in the life of the school.

12/12/21

Trainee X is aware of the school safeguarding policy and Safeguarding Lead should a child disclose information to them.

**Grade:** Met

**End of placement target:**

To continue to build relationships with pupils and staff built on mutual respect.

### Class Based Mentor

Trainee X has been a fantastic addition to our year one team and has been a pleasure to work with. His reflective nature has been evident within his assessment, planning and feedback. He is always able to highlight points of his lessons he would improve on and ensure he does this effectively in the next lesson. Trainee X is able to seek advice when needed, but is also happy to create plans and lessons independently.

Over the course of the placement he has gained many behaviour strategies, which he now uses naturally within his lessons. He has created a range of assessment tools that he uses to help inform his planning for the next day and has worked closely with TA to learn how best to deploy staff.

Overall it has been a successful placement for Trainee X. Well done Trainee X, I wish you all the success for the rest of your course and career!

### Trainee

After reflecting on my time on placement, I feel confident in my ability to nurture the variety of needs that my class had but also to realise how greatly learning can be affected if some basic needs are not met. Placement has given me an insight of how to deal with these issues and has highlighted to me how important a strong staff team is. My CBM has been so supportive and ensured that I am comfortable in dealing with issues that have raised in the classroom. I have built a strong relationship with the children in the class which is based on mutual respect and for some of the children this has been difficult as they may not have this relationship at home. I have learnt how to motivate challenging pupils, adapt activities between abilities but also that my teacher identity very much reflects my value of doing your best.

I feel as though my strengths lie in creating relationships with the children and planning creative and practical ways of learning. I would like to build upon my subject knowledge for all areas in more detail and I am aware this will come over time. My CBM has given me freedom to create lessons but guided me on attainable objectives that ensure children make progress. The support from all staff has been great and I am eager to take on the next placement with enthusiasm and confidence.

### Link Tutor

It has been a pleasure to see Trainee X develop as a teacher over the placement. He built a lovely rapport with the children and formed good professional relationships with staff. Trainee X was proactive in becoming involved in the wider role of the teacher. He recognised the importance of collaborative working and gained experience as a member of the team. His enthusiasm for teaching became more evident throughout the practice.

Trainee X always reflected on his practice, suggesting ways to improve, and readily sought advice from colleagues, implementing feedback into his teaching. Sometimes he tended to focus on the negatives, so should make sure he celebrates the positives as well!

He has made a very good start on his journey to becoming a teacher and will be an asset to any school in the future.