# Behaviour Management (TS1 and TS7)

01/11/21

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

11/11/21

Trainee X is able to engage and motivate learning through short games at the start of the lesson. He plans relevant and engaging tasks and sets high expectations of the children's behaviour for learning

20/11/21

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

05/12/21

Trainee X was able to follow classroom behaviour chart to move children up to gold and down to blue when needed. He can safely take children around the school using the clear behaviour expectations.

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.

**Progress:** On Track

**End of placement target:**

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

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

# Pedagogy (TS2, TS4 and TS5)

01/11/21

Trainee X uses prior learning to plan his lessons thoroughly and carefully scaffolds the learning to support the children's progress. His Learning Objectives are clear and he links back to these plus the success criteria throughout lessons.

11/11/21

Trainee X is able to plan and teach a range of effective phonics lessons. He can recap sounds and teach new sounds with pictures and stories with good pace.

16/11/21

Trainee X is beginning to adapt the activities and resources in his lessons to match the children's abilities and support progress. He uses word banks, sound mats, pictures to model and introduce learning.

22/11/21

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 carefully planned independent learning challenges. He was able to teach all confidently with clear transitions.

09/12/21

Trainee X has been responsible for setting homework for the class and has tested children on their spellings.

**Progress:** On Track

**End of placement target:**

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

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

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

# Curriculum (TS3)

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 used range of resources to aid learning such as bead strings, cubes and Interactive Whiteboard use.

21/11/21

Trainee X demonstrated good subject knowledge within phonics lessons. He uses a range of resources in his lessons including flashcards to help the children learn the new sounds.

30/11/21

Trainee X demonstrates good knowledge of maths mastery and plans carefully using this scheme. 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'.

12/12/21

Trainee X uses medium term plans / planning overviews to inform his teaching. He is keen to use IT to support learning.

**Progress:** On Track

**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.

# Assessment (TS6)

01/11/21

Trainee X is beginning to use lesson evaluations and his own assessments to inform future teaching. 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.

11/11/21

Trainee X is able to implement the school assessment policy and marks work to inform teaching for the next day.

05/12/21

Trainee X is uses peer assessment in English to encourage children to check each their work against the success criteria.

16/12/21

Trainee X uses a range of formative assessment strategies to check for progress in his lessons. He carefully plans adapted questions to check for pupil understanding.

**Progress:** On Track

**End of placement target:**

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

# Professional Behaviours (TS8 and Part2)

07/11/21

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

12/11/21

Trainee X has supported an after-school club and helped with the school nativity. He is practising songs with the class and supporting behaviour within the rehearsals.

27/11/21

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.

12/12/21

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

**Progress:** On Track

**End of placement target:**

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

To continue to apply the behaviour and assessment policy that supports school practice.

# Reflective comments

## 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 in 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 lay 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 ensures 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.