

(FINAL VERSION TO BE COMPLETED DIRECTLY ON ABYASA PRO)

LTU PARTNERSHIPS

FINAL ASSESSMENT REPORT – TEACHING STANDARDS

END OF PRIMARY PGCE STAGE 3/UG LEVEL 6 ASSESSMENT REPORT

Trainee/Subject:
School:

Please note: This document is a summative report. It is designed to record the Mentor’s assessment of the Trainee’s knowledge, skills and practice as set out in the Teachers’ Standards (2021), through their meeting of the Primary PGCE Stage 3/UG Level 6 Placement Competencies. You can find a matrix showing the relationship between the Teachers’ Standards and the Placement Competencies at the end of this document.

PLEASE REFER TO THE ‘CORE PLACEMENT COMPETENCIES MAPPED TO THE TEACHERS’ STANDARDS’ DOCUMENT AND PREVIOUS ASSESSMENT REPORT INFORMATION WHEN COMPLETING THIS REPORT

Does the Trainee’s Knowledge, Skills and Practice meet the following Teachers’ Standards?

TS1: Set high expectations which inspire, motivate and challenge pupils	Met/Not Met	Evidence in support of judgement
a) establish a safe and stimulating environment for pupils, rooted in mutual respect b) set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions c) demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.		

TS2: Promote good progress and outcomes by pupils	Met/Not Met	Evidence in support of judgement
<ul style="list-style-type: none"> a) be accountable for pupils' attainment, progress and outcomes b) be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these c) guide pupils to reflect on the progress they have made and their emerging needs d) demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching e) encourage pupils to take a responsible and conscientious attitude to their own work and study. 		
TS3: Demonstrate good subject and curriculum knowledge	Met/Not Met	Evidence in support of judgement
<ul style="list-style-type: none"> a) have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings b) demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship c) 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 d) if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics e) if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. 		
TS4: Plan and teach well-structured lessons	Met/Not Met	Evidence in support of judgement
<ul style="list-style-type: none"> a) impart knowledge and develop understanding through effective use of lesson time b) promote a love of learning and children's intellectual curiosity c) set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired d) reflect systematically on the effectiveness of lessons and approaches to teaching e) contribute to the design and provision of an engaging curriculum within the relevant subject area(s). 		

TS5: Adapt teaching to respond to the strengths and needs of all pupils	Met/Not Met	Evidence in support of judgement
<ul style="list-style-type: none"> a) know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively b) have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these c) 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 d) 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 		
TS6: Make accurate and productive use of assessment	Met/Not Met	Evidence in support of judgement
<ul style="list-style-type: none"> a) know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements b) make use of formative and summative assessment to secure pupils' progress c) use relevant data to monitor progress, set targets, and plan subsequent lessons d) give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. 		
TS7: Manage behaviour effectively to ensure a good and safe learning environment	Met/Not Met	Evidence in support of judgement
<ul style="list-style-type: none"> a) 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 b) have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly c) manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them d) maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. 		

TS8: Fulfil wider professional responsibilities	Met/Not Met	Evidence in support of judgement
<p>a) make a positive contribution to the wider life and ethos of the school</p> <p>b) develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</p> <p>c) deploy support staff effectively</p> <p>d) take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</p> <p>e) communicate effectively with parents with regard to pupils' achievements and well-being.</p>		
Part 2: Personal and Professional Conduct	Met/Not Met	Evidence in support of judgement
<p>Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</p> <ul style="list-style-type: none"> • 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. <p>Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.</p> <p>Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.</p>		

ECT Development Priorities

Focus for Development in first weeks of Early Career period
1:
2:
3:

Testimonial from the Mentor. Please indicate how the Trainee approached the whole placement with regard to the following:
– Punctuality – Flexibility – Determination – Independence – Initiative – Response to feedback – Cooperation – Professional attitude – Commitment –

Testimonial from the Link Tutor. Please indicate how Trainee has engaged with meetings and met expectations for placement.

For Reference only: Placement Competencies and Teachers' Standards Matrix

Domain of PLANNING										Domain of PROFESSIONALISM					
	Knowledge of how pupils learn and the role of memory in learning	Subject specific content knowledge	Subject specific pedagogical knowledge	Setting objectives and outcomes	Identifying and managing potential misconceptions	Meeting curricular aims	Being clear about planned tasks and activities	Selecting appropriate resources	Setting appropriate home learning	Professional learning	Reflecting & Responding	Record keeping	Being part of the school community	Communication	Professionalism
TS1		*		*			*		*		*		*		*
TS2			*		*	*					*				
TS3	*	*	*			*		*		*					
TS4	*			*	*		*	*	*						
TS5	*			*				*	*						
TS6					*	*					*				
TS7															
TS8										*	*		*	*	*
PPC										*	*	*	*	*	*

Domain of TEACHING										Domain of ASSESSMENT				Domain of BEHAVIOUR			
	Providing objectives or purpose to lessons	Explaining tasks	Highlighting and reviewing key ideas	Structuring lessons well	Explaining key content, ideas, concepts, or skills	Modelling tasks and responses	Using tasks effectively	Using appropriate resources	In-class adaptation	Raising different types of question at an appropriate difficulty level	Dealing with student responses	Monitoring pupils' understanding	Accuracy and use of in-class assessment	Establishing appropriate relationships	Establishing on-task behaviour	Managing transitions	Dealing with disorder
TS1	*	*				*			*					*			*
TS2	*		*	*			*	*			*	*	*	*	*		
TS3			*		*	*											
TS4	*	*		*		*	*	*								*	
TS5			*		*		*	*	*	*	*	*	*				
TS6										*	*	*	*				
TS7		*		*										*	*	*	*
TS8														*			
PPC														*			*