| Trainee placement information | Week 1 |
| --- | --- |
| Name of trainee |  | Trainee ID No |  |
| Name of mentor |   | Professional practice phase |  |
| Name of link tutor |  | School/setting name |  |
| Programme |  | Week beginning | Enter date |
| Attendance this week | M AM [ ]  M PM [ ]  | T AM [ ]  T PM [ ]  | W AM [ ]  W PM [ ]  | T AM [ ]  T PM [ ]  | F AM [x]  F PM [x]  |

| **Curriculum for the week:**  |
| --- |
| Please refer to [EHU ITE Curriculum](https://sites.edgehill.ac.uk/mentorspace/curriculum/) guidance as appropriate.  |
| SK | **Refer to Subject Component Grid for Core and Foundation Subject Knowledge Focuses** |
| HE | Understand the legal and moral responsibilities of teachers to provide a high-quality education and to make reasonable adjustments as required.   | HE | Be able to teach children how to self-regulate and recognise that making mistakes, resilience and perseverance are part of daily routines. |
| HPL | Code of Practice;  * The four broad areas of need.
* Assess-Plan-Do-Review model as an approach to implementing targeted support and evidence-based interventions
* Children and parents/carer should be at the heart of the process.
* Using one-page profiles as a useful tool for capturing information and the voice of the child.
 | PB | Know how to identify of indicators of abuse and neglect.  |
| Discussion has taken place. | [ ]  Yes | [ ]  No |

| **Summary of feedback discussion including progress towards development targets** |
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|  | *Evidence of progress against EHU ITE curriculum which may include:** High expectations and managing behaviour.
* How pupils learn, classroom practice and adaptive teaching.
* Subject knowledge and curriculum.
* Assessment.
* Professional behaviours.
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| **Future development targets** |
| --- |
| Areas for development | Using the EHU ITE curriculum what opportunities have been agreed? E.g., opportunities to rehearse, observe/ deconstruct experts  |
| *e.g. Increase pupil engagement and participation in lessons.* | *Use of talk partners. Observation of class teachers.* |
|  |  |
|  |  |
|  |  |

| **Have strategies for workload been discussed?**  | [ ]  **Yes** [ ]  **No** |
| --- | --- |
| **Actions or follow up (if needed)** |
|  |

| **Has the trainee’s wellbeing been discussed?**  | [ ]  **Yes** [ ]  **No** |
| --- | --- |
| **Actions or follow up (if needed)** |
|  |

| **Current progress through the curriculum to proceed? Please tick** |
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| [ ]  Trainee is making sufficient progress through the curriculum.  |
| [ ]  Trainee is making sufficient progress through the curriculum, but this has required additional support. | Please note the additional support. For example, a reduction in teaching load, additional meetings, use of team-teaching etc. |
| [ ]  Trainee is not making sufficient progress through the curriculum. A Progress Support Plan should be considered. |

| Mentor signature |  |
| --- | --- |
| Trainee signature |  |