| **Trainee placement information**  |
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| 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 [ ]  F PM [ ]  |

| **Intended Curriculum:**  |
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| Please refer to [EHU ITE Curriculum](https://sites.edgehill.ac.uk/mentorspace/curriculum/) guidance as appropriate.  |
| HE | Be able to establish and reinforce routines, including positive reinforcement, to help create safe and effective learning environments. | HPL | Be able to write effective sequences of learning (MTP).  |
| HPL | Identify, evaluate and implement a range of adaptive approaches which are likely to support all children including those with an identified additional need. | PB | Understand the importance of seeking appropriate advice and support when dealing with specific issues (behaviour, workload, safeguarding concerns). |
| A | With expert colleagues, can plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding.   |  |  |
| 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. |

| **Final Summary of Professional Practice including additional experiences beyond the curriculum**  |
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| **Future practice development targets** |
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| **Areas for development** E.g. Incorporate additional adults into planning, whilst being mindful of workload. | [ ]  High expectations and managing behaviour.[ ]  How pupils learn, classroom practice and adaptive teaching.[ ]  Subject knowledge and curriculum.[ ]  Assessment.[ ]  Professional behaviours. |
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| **Current performance would suggest that the trainee is making sufficient progress through the curriculum to proceed? Please tick** |
| --- |
| [ ]  Trainee is making sufficient progress to proceed to the next stage of their training.  |
| [ ]  Trainee is making sufficient progress through the curriculum but requires further support during the next stage of their training. | 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. Refer to Associate Head of Department ITE for consideration of next steps. |

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