| Trainee placement information | | | | | Week 3 | | |
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| Name of trainee |  | Trainee ID No | | |  | | |
| Name of mentor |  | Professional practice phase | | | Developmental | | |
| Name of link tutor |  | School/setting name | | |  | | |
| Programme | EY PGCE | Week beginning | | | 11/12/2023 | | |
| Attendance this week | | M AM  M PM | T AM  T PM | W AM  W PM | | T AM  T PM | F AM  F PM |

| **Curriculum for the week:** Please refer to [EHU ITE Curriculum](https://sites.edgehill.ac.uk/mentorspace/curriculum/) guidance as appropriate. | | | | | |
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| Trainee to address the statements below and discuss with the mentor in the Weekly Development Meeting | | | | | |
| **SK** | **Refer to Subject Component Grid for Core and Foundation Subject Knowledge Focuses** | | | | |
| HE | Understand the diverse range of learners within their class and how to plan effectively for them for at least four subjects. | | HE | Be able to establish and reinforce routines, including positive reinforcement, to help create safe and effective learning environments | |
| HPL | Understand that teachers break down the national curriculum end points into component knowledge in their STP. | | HPL | The impact of targeted questioning on pupils’ retrieval and recall. | |
| PB | Know that wellbeing within the workplace requires supportive school environments with systems and structures in place that support staff mental health | |  |  | |
| Discussion has taken place. | | Yes | | | No |

| **Summary of feedback discussion including progress towards development targets** | |
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| HE   * Trainee A understands the diverse range of learners within our classroom and how to plan for them in D&T (this week). It is important to note that the timetable has been quite unpredictable this week due to nativity performances and special visitors into school. * Trainee A has established secure relationships with the children and knows the importance of creating safe learning environments for children to learn. * Trainee A is establishing routines with the children and this week has completed daily handwriting and registration each morning as the children are settling into school. * Trainee A understands the importance of strategies to calm the children down after lunchtime to get them ready for learning. This is something we do every day in Year Two.   HPL   * Trainee A understands how as teachers, we have to break national curriculum end points into component knowledge using short term planning. * This week, Trainee A has planned and delivered a sequence of DT lessons (design and make) where she has used the NC to plan against. * Trainee A has used questioning this week in daily handwriting to recall the writing expectations. This is something we do every day and Trainee A is understanding the importance of recall. She has also shown targeted questioning in D&T this week to recall the key elements to design a moving vehicle (chassis, axle, wheel). Through this input, Trainee A used targeted questioning. Trainee A is now starting to evidence key questions on her planning (see DT observation).   PB   * Trainee A understand the importance of prioritising your PPA time to plan accordingly and uses this time effectively. * Trainee A has familiarised herself with the staff at St Thomas’s school and understands that positive staff relationships also supports mental health.   Progress towards targets  To develop targeted questioning to support children’s retrieval and recall and assess the impact on their learning.   * Trainee A has used targeted questioning this week in both daily handwriting and D&T. She has evidenced this questioning on her plan for D&T (see design lesson and observation form).   To know and understand how to plan a D&T lesson and sequence of lessons to reflect the design cycle (design, make, evaluate) and the subject’s practical, collaborative nature focusing on knowledge, skills, subject-specific vocabulary and the key pedagogy of demonstration.   * Trainee A understands the different processes of a D&T sequence of lessons and has planned and executed the design and make lessons so far (these will carry on into next year and after Christmas). * Trainee A understands that D&T is a practical subject with a collaborative nature and has demonstrated her understanding of this. * Trainee A has observed me demonstrate an element of ‘make’ within the D&T lesson this week and intends to plan and execute this within the next lesson. * Trainee A knows the key vocabulary for D&T moving vehicles for Year Two.   To develop different strategies to support positive, calm transitions to learning.   * After observations, Trainee A understands when the calming transitions are needed (e.g, after lunch, after high impact learning) to calm children down and focus on their learning thus creating a supporting and positive environment. * Trainee A has used a meditation video this week after lunch to create these calm environments.   Subject Specific Feedback  D&T   * See lesson observation   English – Handwriting   * Trainee A is able to use the school policy to model correct handwriting and letter formation * Trainee A has shown deeper understanding this week of the expectations of Year Two children within handwriting and used a cross curricular approach by including the weeks spelling rule within Phonics as well as Year Two common exception words and conjunctions within the handwriting sentence.   Phonics   * Trainee A has collaboratively planned with myself using the Supersonic Phonic Friends planning/school planning proforma. * The lesson included key elements of a Phonics lessons (revisit, teach, practise, apply). * Trainee A used good terminology in the Phonics lesson. | *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. |

| **Future development targets** | |
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| **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.* |
| Plan effectively for other adults in the classroom to support children with SEND and diverse needs. | Observations across KS1, discussions with class teachers and Sendco, identify in planning any targeted actions to support specific learners. |
| To use modelling strategies effectively to support high expectations for all learners. | Observation of class teacher in Maths - discussion and complete joint planning. Rehearse modelling with a small group in pre-teaching, ready for whole class delivery. |
| To be observe an SSP session across each class in KS1 and familiarise with routines and technical language then implanting this within own practise. | Observation of phonic experts,  Analyse the planning and check on terminology used.  Plan and deliver short section of phonics with a small group. |

| **Have strategies for workload been discussed?** | **Yes  No** |
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| **Actions or follow up (if needed)** | |
| Discussed organisational techniques as the teaching increases. | |

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