| **Trainee Placement Information** | **Week 4** |
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| Name of trainee | Trainee A | Trainee ID No | 12345678 |
| Name of mentor | Mr Mentor | Professional practice phase | Introductory |
| Name of link tutor | Mrs Link Tutor | School/setting name | Primary School |
| Programme | PGCE | Week beginning | 16/10/2023 |
| Weekly Teaching Responsibility | Group teaching with planning provided | Completed [x]  | Attendance this week | M AM[x] M PM[x]  | T AM [x] T PM [x]  | W AM[x] W PM[x]  |

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| **Weekly Focus: Behaviour** Please refer to the prompt sheet for observational focuses |
| * How does the class teacher approach challenging behaviour?
* What ways is positive behaviour prioritised over sanctions?
* Is behaviour management the same for everyone?
* What behaviour management is consistent through school and what is different for individuals?
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| **Curriculum for the week:** Please refer to [EHU ITE curriculum](https://www.edgehill.ac.uk/departments/academic/education/ite-partnership/professional-practice-information-and-documents/ite-curriculum-information-and-handbooks/) guidance as appropriate.  |
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| HE | Learn how to collaborate effectively with additional adults to create a supportive and inclusive learning environment | HE | Observe and recognise strategies to support children with EAL  |
| HPL | Understand the purpose of planning.  | PB | Understand the importance of having high standards of professional conduct and be able to adapt to the needs of the school environment.  |
| PB | Know how individual social, emotional, mental health (SEMH) plans, safe-guarding policies and processes are in place to protect vulnerable children from mental health risk factors | **SK** | **Refer to Subject Component Grid for Core and Foundation Subject Knowledge Focuses** |

| **Mentor Weekly Review Meeting** |
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| Discussion has taken place focusing on the weekly focus and the Edge Hill Curriculum | Yes [x]  | No [ ]  |
| Mentor Notes on Trainee | Very good discussion re:-Behaviour management prompts – Trainee A talked confidently about observed practice in various year groups, linking observations to school behaviour policy.-HE: different uses of TAs – class-based & teacher-directed v intervention-led / importance of consistent approach across school re: creating a supportive and inclusive environment / TAs have buy-in to school’s ethos and policies.-HPL: university planning format – thinking on paper to fine-tuning lesson objectives, outcomes & structures / prepared resources or presentations for electronic board & work prepared for the children provide structure and prompts for teaching input – timings are key.-PB: triggers that teachers may pick up on: change in behaviour / appearance / cleanliness / disposition etc. – logged on CPOMS so that patterns can be picked up on – learning mentors in school provide support to families / SENDCO works in conjunction with learning mentors. Trainee A is going to further investigate the roles of the learning mentors and the SENDCO re: SEMH.-HE: Historically, very few EAL children at school - possible approaches: Google Translate / TA support / specialist intervention.-PB: Trainee A has displayed consistently high professional standards from start of placement. Trainee A recognises that a flexible and adaptable approach is key in a primary school.-SK: Trainee A discussed last week’s Geography staff meeting with reference to the Subject Component Grid.Trainee A continues to be very pro-active and is looking forward to taking responsibility for the class tomorrow afternoon when the class teacher is out. Trainee A is keen to do this. I am happy that this is a suitable next step for Trainee A. |

| **Current performance would suggest that the trainee is making sufficient progress through the curriculum to proceed? Please tick** |
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| [x]  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 | Mr. Mentor |
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| Trainee signature | Trainee A |