| Trainee placement information | | | | | Week 2 | | |
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| Name of trainee |  | Trainee ID No | | |  | | |
| Name of mentor |  | Professional practice phase | | | Development phase | | |
| Name of link tutor |  | School/setting name | | |  | | |
| Programme | Primary PGCE | Week beginning | | | 04/12/2023 | | |
| 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 | Instil belief and promote the academic potential of all pupils including disadvantaged learners. | | HPL | Develop the use of appropriate vocabulary related to inclusion, children’s learning and adaptive teaching. | |
| HE | Be able to support children to be productive and feel safe in the classroom. | | HPL | To understand the responsibilities of the teacher in providing adapted teaching that meets the needs of all learners. | |
| HPL | Be able to demonstrate high expectations for all learners supporting adaptive teaching approaches to remove barriers to learning and participation. | | PB | Knowhow to deploy support staff effectively so they have a positive impact on pupil progress. | |
| Discussion has taken place. | | Yes | | | No |

| **Summary of feedback discussion including progress towards development targets** | |
| --- | --- |
| HE: Trainee has worked closely with EAL / SEN / disadvantaged learners and supported them to achieve. Discussion of strategies to help close the gap eg same day intervention, targeting these children first, marking their work first, supporting first, enabling them through a rich and challenging curriculum.  HE/HPL\_Trainee has talked with children and followed a trauma informed approach to help them feel safe and calm. This has been in class and on a class trip. Trainee will continue to trial approaches to enable children to follow expectations of learning and behaviour.  HPL We have discussed how adaptive approaches will enable all children to reach the learning objective. Eg alternative methods of recording, using IT, paired work, mixed ability pairings. Allow processing time for children to follow instructions.  Trainee has been using a range of tone in voice to enable learning.  Trainee is beginning to use a range of vocabulary and phrases to ensure relentless routines eg lining up, line order  Trainee will continue to adapt the basic skills to ensure that all learners are included.  PB: Trainee is continuing to plan for how to use the additional adult effectively eg through guided group work, scribing, setting up IT resources, praise, targeted intervention, reading intervention etc  We have had discussions around the timings for lessons so that the activity is achievable in the time. | *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** | |
| --- | --- |
| **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.* |
| To gain confidence in phonics teaching. | Observe phonics teaching in EYU.  Team teach different parts of the lesson to rehearse.  Use scheme outline to plan for a sequence of lessons, include a formative assessment opportunity. |
| The use of voice as a behaviour management tool. | To practise and embed transition routines in lessons eg lining up for dinner, packing away |
| Use relentless routines to support behaviour for learning | Behaviour management strategies. Observe an UKS2 teacher. |

| **Have strategies for workload been discussed?** | **Yes  No** |
| --- | --- |
| **Actions or follow up (if needed)** | |
| To manage time effectively when planning.  Gain experience of using Active Inspire.  Use of resources selectively when planning. | |

| **Has the trainee’s wellbeing been discussed?** | **Yes  No** |
| --- | --- |
| **Actions or follow up (if needed)** | |
| Trainee is managing wellbeing by having one day at the weekend to meet with friends and is continuing to run during week. | |

| **Current progress through the curriculum to proceed? Please tick** | |
| --- | --- |
| 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 |  |