| **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 | Recognise different types of bullying and implement a variety of strategies to support individuals and the whole class. | HPL | Be able to develop effective medium-term planning sequences which are informed by assessment of children’s learning and consider the range of needs of pupils in their class. |
| HPL | Understands that all children have an equal  entitlement to the time of a  qualified teacher. | PB | Be able to develop processes that foster positive engagement with families/carers of children displaying mental health needs. |
| 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 |  |