| Trainee placement information | Week 2 |
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| Name of trainee | Trainee  | Trainee ID No | 25689151 |
| Name of mentor |  | Professional practice phase |  |
| Name of link tutor |  | School/setting name |  |
| Programme | Primary Education with QTS BA (Hons) | Week beginning | 11/12/2023 |
| Attendance this week | M AM [ ]  M PM [ ]  | T AM [x]  T PM [x]  | W AM [x]  W PM [x]  | T AM [x]  T PM [x]  | F AM [x]  F PM [x]  |

| **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 | To know that social background and family circumstances affect pupils’ life chances. | HPL | The Special Educational Needs Code of Practice (0-25) is predicated on a graduated approach based on adaptive, high-quality teaching, assessment and evidence-based intervention. |
| HE | To know that all children have a right to learn, and that differences in learning are a valuable part of human diversity | HPL | Know the principles of planning.  |
| PB | Know that positive professional conduct underpins self-development and effective working relationships.   | PB | To 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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| Statements above were discussed. Links were made to the inclusion policy and SEND code of practise. We discussed how opportunities are given to children to allow them to experience a range of things including representing the school in sporting activities and year group trips and visits. Trainee has read the school’s code of conduct document and has demonstrated positive professional conduct. Links were made to the school’s approach when reporting SEN concerns and the steps taken when reporting a concern. We talked about the planning cycle and the school’s planning and how planning looks different in each school but all follow the same principles. We discussed well being linked to workload and how to manage your time in school. Trainee has been working with a group of children who require additional support in lessons. She has had discussions with the class teacher regarding work that the children are able to access and has been using concrete resources and scaffolds to support these children in their learning. Trainee has been using strategies in line with the school expectations to focus children in lessons (e.g. hand up for attention). She has used a timer for one child to help him remain focussed during the main teaching part of the lesson. Trainee has had discussions with the class teacher around behaviour and has been familiarising herself with the school’s expectations of behaviour and Trainee has spoken to the class teacher about any SEND needs or EAL prior to teaching the class and discussed how these children learn best. She has seen adaptive teaching in practise through observations of the class teacher and has considered this when she has taught lessons herself.  | *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.
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| **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.* |
| Monitor progress and understanding during main teaching by walking around all groups.  | Observe when class teacher does this. Try doing this in lessons that you are supporting in.  |
| Encourage children to use subject specific vocabulary | Further reading around vocabulary linked to multiplication and division. Practise asking children to use subject specific vocabulary in partner talk activities when you are supporting in class and working with groups.  |
| Make instructions clear and precise so the children know what is expected of them (e.g. partner talk, tell children to talk to their partner) | Observe class teacher. Practise doing this in small groups.  |

| **Have strategies for workload been discussed?**  | [x]  **Yes** [ ]  **No** |
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| **Actions or follow up (if needed)** |
| Wednesday 10th January 2 -3pm Assignment support meeting to take place  |

| **Has the trainee’s wellbeing been discussed?**  | [x]  **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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| [x]  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 |  |