| Trainee placement information | Week 10 |
| --- | --- |
| 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 [ ]  |

| **Curriculum for the week:** Please refer to [EHU ITE Curriculum](https://sites.edgehill.ac.uk/mentorspace/curriculum/) guidance as appropriate. |
| --- |
| 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 | Apply knowledge of cognition and neuroscience when planning teaching to avoid overloading working memory. |  |  |
| HPL | Know the effective deployment of support staff is key to maintaining high expectations of all children and promoting inclusion and plan effectively to achieve this.  |  |  |
| PB | Be able to effectively engage parents.  | PB | To be able to develop processes that foster positive engagement with families/carers of children displaying mental health needs. |
| ASSESSMENT | Be able to independently analyse, interpret and relate a school’s assessment policy to their own teaching practice. |  |  |
| 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.
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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.* |
|  |  |
|  |  |
|   |  |

| **Have strategies for workload been discussed?**  | [ ]  **Yes** [ ]  **No** |
| --- | --- |
| **Actions or follow up (if needed)** |
|  |

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

| **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 |  |
| --- | --- |
| Trainee signature |  |