| Trainee placement information | Week 2 |
| --- | --- |
| 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 | Review the government documentation on behaviour in schools. | HE | Students know the professional responsibilities in relations to inclusion (e.g. The Equality Act, 2010). |
| HPL | Understand the roles and responsibilities of different professionals working with children with Special Educational Needs and the importance of working collaboratively with other professionals and agencies and parents, especially at the early stages of identification of needs and early intervention.  |  |  |
| PB | Understand their duties in respect of safeguarding and equalities legislation. | PB | Know the importance of parental engagement. |
| Discussion has taken place. | [ ]  Yes | [ ]  No |

| **Summary of feedback discussion including progress towards development targets** |
| --- |
|    | *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** |
| --- |
| **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** |
| --- |
| [ ]  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 |  |