| Trainee placement information | | | | | Week 9 | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 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 | Understand the expectations of teachers who lead aspects of inclusion including CLA, race, gender and LGBTQ | | PB | Investigate, evaluate and challenge mental health and wellbeing practices in schools (children and staff). | |
| HPL | Knows that effective deployment of support staff is key to maintaining high expectations of all children and promoting inclusion. | | A | 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** | |
| --- | --- |
|  | *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.* |
|  |  |
|  |  |
|  |  |

| **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 |  |