| **Trainee placement information** | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 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:** | | | | | |
| --- | --- | --- | --- | --- | --- |
| Please refer to [EHU ITE Curriculum](https://sites.edgehill.ac.uk/mentorspace/curriculum/) guidance as appropriate. | | | | | |
| HE | To know how school staff assess their pupils’ needs and use Pupil Premium funding to improve attainment by drawing on evidence of effective practice | | PB | Support pupils with a range of additional social and emotional needs through adaptations to content, teaching strategies, approaches to recording and the environment, with support from expert practitioners. | |
| HPL | The role of the teacher and SENCo in provision mapping. | | A | With expert colleagues, can plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding. | |
| 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 |  |