| **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:**  |
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| Please refer to [EHU ITE Curriculum](https://sites.edgehill.ac.uk/mentorspace/curriculum/) guidance as appropriate.  |
| HE | Engage parents/carers in supporting whole school behaviour strategies. | HPL | Know that children and parents should be central to the process of identifying and planning for adaptive teaching.   |
| HE | Applies knowledge of cognition and euroscience when planning teaching to avoid overloading working memory.  | PB | Be able to develop processes that foster positive engagement with families/carers of children displaying mental health needs. |
| 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. |

| **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 not making sufficient progress through the curriculum. Refer to Associate Head of Department ITE for consideration of next steps. | Please note the additional support. For example, a reduction in teaching load, additional meetings, use of team-teaching etc. |

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| **Written and spoken English** |
| Trainee has shown effective levels of written standard English. | [ ]  Yes | [ ]  No |
| Trainee has shown effective levels of oral standard English. | [ ]  Yes | [ ]  No |

| Mentor signature |  |
| --- | --- |
| Trainee signature |  |