**ITE Summative Report, Review Point 1** 

| Trainee name: | |
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| Course: | |
| Summative Review Point 1 | Placement dates: |
| School: | |
| Mentor: | Subject/Class: |

The criteria below are our expectations for trainees’ professional practice at the end of review point 1; please comment on the strengths and next steps for the trainee in each aspect of practice.

| **Behaviour** | |
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| Use intentional and consistent language that values and supports all students.  Acknowledge and praise pupil effort.  Set objectives that recognise prior levels of knowledge.  Apply rules, sanctions and rewards in line with school policy. | Strengths: |
| Reinforce established school and classroom routines, for example they can:   * Give manageable, specific and sequential instructions; * Check pupils’ understanding of instructions before a task begins; * Use consistent language and non-verbal signals for common classroom directions; * Use early and least-intrusive interventions as an initial response to low level disruption. |
| Next steps: | |

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| **Curriculum** | |
| Demonstrate secure subject knowledge for the lessons in which they are teaching.  Use resources and materials aligned with the curriculum.  Develop analogies, illustrations, examples, explanations and demonstrations to support understanding.  Show awareness of common misconceptions when planning and help pupils to master important concepts.  Demonstrate an emerging understanding of systematic synthetic phonics.  Teach subject specific and unfamiliar vocabulary and plan for pupils to be exposed to high utility and high frequency vocabulary in what is taught. | Strengths: |
| Next steps: | |

| **Pedagogy** | |
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| Take into account pupils’ prior knowledge when planning new input.  Keep the complexity of a task to a minimum so that attention is focused on content.  Encourage pupils to share emerging understanding at points of confusion. | Strengths: |
| Create appropriate learning objectives with support.  Show awareness of sequencing of learning for progression and set appropriate lesson timing  Demonstrate an emerging ability to use modelling, explanations and scaffolding to support learning.  Use questions to check understanding. |
| Act on the advice and guidance given by experienced teachers to support different pupil needs.  Identify pupils who need new content further broken down, making use of formative assessment. |
| Next steps: | |

| **Assessment** | |
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| Plan formative assessment tasks linked to lesson objectives with support, and think ahead about what would indicate understanding.  Use assessments to check for prior knowledge and pre-existing misconceptions. | Strengths: |
| Next steps | |

| **Professional Behaviours** | |
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| Extend subject and pedagogic knowledge as part of the lesson preparation process.  Respond positively to challenge, feedback and critique from mentors.  Reflect on progress made, and with support recognise strengths and weaknesses and identify next steps for further improvement.  Know who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report.  Share learning objectives with teaching assistants ahead of lessons. | Strengths: |
| Next steps: | |

During the placement, we expect trainees to uphold Part 2 of the Teachers’ Standards:

| **Part 2: Personal and professional conduct** |
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| Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:   * Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position * Having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions * Showing tolerance of and respect for the rights of others * Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs * Ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.   Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.  Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. |
| Meeting? Yes / No |
| Any comments? |

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| **Thank you for completing this Summative Report for the trainee. Do you consider that with continued progress, the trainee is on track to meet the Teacher’s Standards by the end of the course?**  **Yes / No** |
| If no, please ensure that your comments in the sections above reflect the reasons for this. |