This is a document to support mentors and professional tutors in helping trainees reflect on the Teachers' Standards in their Professional Progress Tracker. This document contains:-

- The criteria that should be used to judge Trainees attainment at each end of phase review
- Discussion prompts for use in mentor meetings and professional studies sessions
- A copy of the weekly tracker that trainees complete while they are on their teaching placement
Secondary Professional Practice Tracker
‘Building a picture’
Teachers’ Standards (DfE, 2012)

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

<table>
<thead>
<tr>
<th>Trainee</th>
<th>Course</th>
<th>Curriculum Tutor</th>
</tr>
</thead>
</table>

The Teachers’ Standards are not graded. However, for the purposes of quality improvement, and in the context of the inspection of ITE, providers are required to grade trainees. This documentation provides amplification of the standards to support this process using additional statements in relation to Part One of the Teachers’ Standards and is based upon the
Teacher Standards Criteria for End of Phase Review

This section comprises the criteria that should be used to judge the attainment of trainees in the PPP forms and discussion prompts for meetings with the trainee.
<table>
<thead>
<tr>
<th>AWARENESS AND VALUE (A)</th>
<th>MET (M) Minimum level</th>
<th>GOOD (G) Good level</th>
<th>VERY GOOD (V) High level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A1</strong> I demonstrate high standards of communication skills in my interactions with pupils and staff.</td>
<td><strong>M1</strong> I encourage pupils to participate and contribute in an atmosphere conducive to learning.</td>
<td><strong>G1</strong> I am able to apply a range of strategies to promote positive behaviour and attitudes and, as a result, create a purposeful working environment.</td>
<td><strong>V1</strong> I consistently encourage pupils to participate and contribute developing an atmosphere that is highly conducive to learning.</td>
</tr>
<tr>
<td><strong>A2</strong> I show an awareness of the standard and an understanding of its value by sharing observations and reflections of how my Mentor or another member of staff: - Encourages all pupils to participate - Communicates that they believe that all pupils can achieve - Communicates high expectations - Models a passion for learning and the subject</td>
<td><strong>M2</strong> I am generally well regarded by pupils and can effectively teach and promote pupils' resilience, confidence and independence when tackling challenging activities. As a result of this, most pupils are engaged and motivated to participate.</td>
<td><strong>G2</strong> I am able to develop a rapport with a range of individuals and groups. As a consequence of this, most pupils are engaged in their learning.</td>
<td><strong>V2</strong> I generate high levels of enthusiasm, participation and commitment to learning.</td>
</tr>
<tr>
<td><strong>A3</strong> I can show examples of ways that I have set appropriately high but realistic expectations of pupils, believing that all pupils have the potential to make progress.</td>
<td><strong>M3</strong> I can show examples of ways that I have set appropriately high but realistic expectations of pupils, believing that all pupils have the potential to make progress.</td>
<td><strong>G3</strong> In relation to the school context, pupils demonstrate commitment to learning.</td>
<td><strong>V3</strong> I am very effective in developing pupils' ability to learn and teach and promote pupils' resilience, confidence and independence when tackling challenging activities.</td>
</tr>
<tr>
<td><strong>A4</strong> I consistently demonstrate professional behaviour, respect for pupils, colleagues, parents and carers and support the ethos of the school.</td>
<td><strong>M4</strong> I consistently demonstrate professional behaviour, respect for pupils, colleagues, parents and carers and support the ethos of the school.</td>
<td><strong>G4</strong> My lesson evaluations show a sophisticated understanding of how my choice of activities influences learning, motivation, engagement and behaviour.</td>
<td></td>
</tr>
</tbody>
</table>
**TS1. Set high expectations which inspire, motivate and challenge pupils.**

**PROMPTS FOR DISCUSSION AND REFLECTION**

- How do you seek to ensure pupils feel comfortable in lessons and able to contribute?
- How have you contributed to ensuring the learning environment is stimulating? How could you do so?
- How do you seek to enact the school’s policies on inclusion and behaviour?
- How have you ensured tasks are relevant and engaging? That they provide purpose and are meaningful to the pupils? How have you presented resources? Does this reflect how you value the learning and are modelling high quality presentation and an interest or passion for a subject/learning?
- Can you describe the school’s vision and values? How do you communicate this to the pupil, other staff, families and visitors, both through your own behaviour and language and your responses to pupils and others?
- What do you know/understand about the pupils in your class? How do you share and utilise this knowledge? How have you used your knowledge of the pupils to motivate and engage them and to plan for challenge and support?
- How do you foster effective collaboration in their classroom? Have you developed a community of pupils? How? Or, how will you?
- How is the personal, social and emotional development of the pupils developed and supported?
- How do you challenge inappropriate behaviour and comments demonstrating anti-bias and anti-discriminatory practice?
- How do you seek to be a positive role model in class and in the wider school?
- Do the pupils feel valued and that there is equal status in the class? How has this been achieved?
<table>
<thead>
<tr>
<th>TS2. Promote good progress and outcomes by pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>be accountable for attainment, progress and outcomes of the pupils</em></td>
</tr>
<tr>
<td><em>plan teaching to build on pupils’ capabilities and prior knowledge</em></td>
</tr>
<tr>
<td><em>guide pupils to reflect on the progress they have made and their emerging needs</em></td>
</tr>
<tr>
<td><em>demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</em></td>
</tr>
<tr>
<td><em>encourage pupils to take a responsible and conscientious attitude to their own work and study</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AWARENESS AND VALUE (A)</th>
<th>MET (B) Minimum level</th>
<th>GOOD (C) Good level</th>
<th>VERY GOOD (V) High level</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1) With the support of my mentor, I can offer evidence to support a judgement about the progress that has taken place within the lesson.</td>
<td>C4) I systematically evaluate my lessons with reference to pupil progress and adapt future lessons accordingly.</td>
<td>V4) I demonstrate confident judgement in planning for pupil progression both within individual lessons and over time, and am able to articulate a clear and well-justified rationale as to how they are building on prior achievement.</td>
<td></td>
</tr>
<tr>
<td>A2) I have an understanding of the standard and an understanding of its value by sharing observations and reflections of how the class teacher or other members of staff.</td>
<td>C3) My short and medium term planning consistently take into account the prior learning of the pupils.</td>
<td>V3) I assume a high level of responsibility for the attainment, progress and outcomes of the pupils I teach.</td>
<td></td>
</tr>
<tr>
<td>A3) I am able to explain how effective teaching strategies are informed by an understanding of how pupils learn and offer a rationale for choices made based on a developing understanding of how pupils learn, in the context of practice.</td>
<td>C5) I have taken some responsibility for the attainment, progress and outcomes of pupils with guidance from the class teacher.</td>
<td>V2) I regularly create opportunities for independent and autonomous learning. As a result, the majority of pupils make good or very good progress from their starting point.</td>
<td></td>
</tr>
<tr>
<td>C5) I support pupils in reflecting on their learning and identifying their progress and emerging learning needs.</td>
<td>V1) I actively promote engaging and effective methods that support pupils in reflecting on their learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M1) I support pupils in reflecting on their learning and identifying their progress and emerging learning needs.</td>
<td>G1) I regularly provide pupils with the opportunity to reflect on their own learning and use this, along with other forms of assessment, to inform my future planning and teaching.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M2) I plan teaching and learning activities that encourage independent and autonomous learning. As a consequence, all groups of pupils make at least satisfactory progress.</td>
<td>G2) I use my knowledge of effective teaching strategies to encourage independent learning, and I set appropriately challenging tasks that enable the pupils to make progress. As a result, the majority of pupils make good progress.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M3) I have taken some responsibility for the attainment, progress and outcomes of pupils with guidance from the class teacher.</td>
<td>G3) My short and medium term planning consistently take into account the prior learning of the pupils.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M4) My short- and medium-term planning and teaching demonstrate some understanding of, and provision for, pupil progression taking into account prior achievement.</td>
<td>G4) I demonstrate a sound understanding of the need to develop pupils’ learning over time and of how to do this.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M5) I am able to explain how effective teaching strategies are informed by an understanding of how pupils learn and offer a rationale for choices made based on a developing understanding of how pupils learn, in the context of practice.</td>
<td>G5) I systematically evaluate my lessons with reference to pupil progress and adapt future lessons accordingly.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Trainees should complete this section prior to creating the Professional Practice Profile (PPP) towards the end of each Phase.

<table>
<thead>
<tr>
<th>Phase A (Sept - Oct)</th>
<th>Phase B (Oct - Dec)</th>
<th>Phase C (Jan - Feb)</th>
<th>Phase D (Mar - Apr)</th>
<th>Phase E (May - June)</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Finding out&quot;</td>
<td>&quot;Trying out&quot;</td>
<td>&quot;Bringing it together&quot;</td>
<td>&quot;Moving on&quot;</td>
<td>&quot;Exceeding expectations&quot;</td>
</tr>
</tbody>
</table>

**How have you observed colleagues demonstrate this teacher standard?**

**What progress have you made over this phase?**

**What progress have you made over this phase?**

**What progress have you made over this phase?**

---

**What practice have you observed that you intend to use in your own lessons?**

**What evidence have you collected for this (Lesson Observation Feedback, Resources and Lesson Plans, Student work etc)?**

**What evidence have you collected for this (Lesson Observation Feedback, Resources and Lesson Plans, Student work etc)?**

**What evidence have you collected for this (Lesson Observation Feedback, Resources and Lesson Plans, Student work etc)?**

---

**What targets will help you to develop your practice in the next phase?**

**What targets will help you to develop your practice in the next phase?**

**What targets will help you to develop your practice in the next phase?**

---

**In what ways has scholarship (professional literature, policy, research from university or school based training) contributed to your understanding of practice?**

**What scholarship has supported your progress? (professional literature, policy, research from university or school based training)?**

**What scholarship has supported your progress? (professional literature, policy, research from university or school based training)?**

**What scholarship has supported your progress? (professional literature, policy, research from university or school based training)?**
TS2. Promote good progress and outcomes by pupils

PROMPTS FOR DISCUSSION AND REFLECTION

- What strategies have you used to scaffold learning effectively?
- Are you aware of the pupils’ current attainment? What may the reasons be for differences in attainment? How can this affect the pupils’ self-esteem?
- How do you use questioning to help focus your teaching for different pupils? Are you encouraging pupils to question and respond to each other?
- How do you seek to use assessment to move pupils’ learning forward? Have you used self and peer assessment? How effective was this?
- Can you explain why you have identified particular learning objectives for particular lessons/schemes of work? Does this reflect prior attainment, appropriate challenge, awareness of wider factors that may influence learning?
- Do you understand the difference between progress over time and progress evident in a lesson or series of lessons? Do learning objectives reflect this?
- Do you plan and use questions appropriately? Can you adapt these within the lesson in response to the learning? Can you recognise when questions are less effective and may stop or limit dialogue developing? Have you developed a hierarchy of questions? Are these accessible to ALL pupils?
- How do pupils learn? How is your understanding of this informing planning and your approach? Relate this to the UNESCO document ‘How children learn’ and any further reading and research.
- Can you explain the impact that you have had on pupil achievement?
- How have you sought to encourage pupils to take responsibility for their learning and how do you continually develop their ability to learn?
### Awareness and Value (A)

<table>
<thead>
<tr>
<th>Phase A (Sept - Oct)</th>
<th>Phase B (Oct - Dec)</th>
<th>Phase C (Jan - Feb)</th>
<th>Phase D (Feb - April)</th>
<th>Phase E (April - May)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Finding out</strong></td>
<td><strong>Trying out</strong></td>
<td><strong>Bringing it together</strong></td>
<td><strong>Moving On</strong></td>
<td><strong>Exceeding expectations</strong></td>
</tr>
</tbody>
</table>

- Trainees should complete this section prior to creating the Professional Practice Profile (PPP) towards the end of each Phase.

### Phase A (Sept - Oct)

**How have you observed colleagues demonstrate this teacher standard?**

**What progress have you made over this phase?**

### Phase B (Oct - Dec)

**What practice have you observed that you intend to use in your own lessons?**

**What evidence have you collected for this Lesson Observation Feedback, Resources and Lesson Plans, Student work etc**

### Phase C (Jan - Feb)

**What targets will help you to develop your practice in the next phase?**

### Phase D (Feb - April)

**What targets will help you to develop your practice in the next phase?**

### Phase E (April - May)

**What targets will help you to develop your practice in the next phase?**

### High Level (V)

- **Very Good (V)**
  - This evidence was discussed and judged by mentor on this date.
  - This standard was graded by the mentor as **Very Good (V)**.
  - This standard was graded by the mentor as **Very Good (V)**.
  - This evidence was discussed and judged by mentor on this date.
  - This standard was graded by the mentor as **Very Good (V)**.
  - This evidence was discussed and judged by mentor on this date.
  - This standard was graded by the mentor as **Very Good (V)**.

### Excellent (E)

- **Exceeding expectations**
  - This evidence was discussed and judged by mentor on this date.
  - This standard was graded by the mentor as **Excellent (E)**.
  - This evidence was discussed and judged by mentor on this date.
  - This standard was graded by the mentor as **Excellent (E)**.
  - This evidence was discussed and judged by mentor on this date.
  - This standard was graded by the mentor as **Excellent (E)**.
  - This evidence was discussed and judged by mentor on this date.
  - This standard was graded by the mentor as **Excellent (E)**.

### Good Level (G)

- **Good (G)**
  - This evidence was discussed and judged by mentor on this date.
  - This standard was graded by the mentor as **Good (G)**.
  - This evidence was discussed and judged by mentor on this date.
  - This standard was graded by the mentor as **Good (G)**.
  - This evidence was discussed and judged by mentor on this date.
  - This standard was graded by the mentor as **Good (G)**.
  - This evidence was discussed and judged by mentor on this date.
  - This standard was graded by the mentor as **Good (G)**.

### Minimum Level (M)

- **Minimum level (M)**
  - This evidence was discussed and judged by mentor on this date.
  - This standard was graded by the mentor as **Minimum level (M)**.
  - This evidence was discussed and judged by mentor on this date.
  - This standard was graded by the mentor as **Minimum level (M)**.
  - This evidence was discussed and judged by mentor on this date.
  - This standard was graded by the mentor as **Minimum level (M)**.
  - This evidence was discussed and judged by mentor on this date.
  - This standard was graded by the mentor as **Minimum level (M)**.

### Awareness and Value (A)

- **Awareness and Value (A)**
  - This evidence was discussed and judged by mentor on this date.
  - This standard was graded by the mentor as **Awareness and Value (A)**.
  - This evidence was discussed and judged by mentor on this date.
  - This standard was graded by the mentor as **Awareness and Value (A)**.
  - This evidence was discussed and judged by mentor on this date.
  - This standard was graded by the mentor as **Awareness and Value (A)**.
  - This evidence was discussed and judged by mentor on this date.
  - This standard was graded by the mentor as **Awareness and Value (A)**.
## TS3. Demonstrate good subject and curriculum knowledge

### PROMPTS FOR DISCUSSION AND REFLECTION

- How are you identifying specific areas within your subject to develop your subject knowledge further? Are you using your subject knowledge audit to identify targets and act on them? How are you linking this to your planning and teaching?

- Are you able to use the National Curriculum and school documents and policies to plan and teach?

- Do you provide clear explanations? Do you use strong analogies, practical examples, resources and visual images and modelling where appropriate in explanations?

- How far do you anticipate, look for, and identify misconceptions **and address them**? Do your plans show how you will aim to reveal misconceptions and correct these with the class?

- Do you ask probing questions to test understanding?

- Are you able to reflect on pupils’ understanding and to analyse where there may be misunderstanding due to the teaching, activities or materials?

- To what extent do you foster pupils’ appreciation of the subject being taught?

- How are you developing pupils’ choice and independence?
Trainees should complete this section prior to creating the Professional Practice Profile (PPP) towards the end of each Phase

<table>
<thead>
<tr>
<th>Phase A (Sept-Oct)</th>
<th>Phase B (Oct-Dec)</th>
<th>Phase C (Jan-Feb)</th>
<th>Phase D (Feb-April)</th>
<th>Phase E (April-May)</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Finding out&quot;</td>
<td>&quot;Trying out&quot;</td>
<td>&quot;Bringing it together&quot;</td>
<td>&quot;Moving On&quot;</td>
<td>&quot;Exceeding expectations&quot;</td>
</tr>
</tbody>
</table>

**Date of END OF PHASE REVIEW**

This evidence was discussed and judged by mentor on this date

The standard was graded by the mentor as

This standard was graded by the mentor as

This standard was graded by the mentor as

This standard was graded by the mentor as

How have you observed colleagues demonstrate this teacher standard?

What progress have you made over this phase?

What progress have you made over this phase?

What progress have you made over this phase?

What progress have you made over this phase?

What evidence have you collected for this (Lesson Observation Feedback, Resources and Lesson Plans, Student work etc)

What evidence have you collected for this (Lesson Observation Feedback, Resources and Lesson Plans, Student work etc)

What evidence have you collected for this (Lesson Observation Feedback, Resources and Lesson Plans, Student work etc)

What evidence have you collected for this (Lesson Observation Feedback, Resources and Lesson Plans, Student work etc)

What practice have you observed that you intend to use in your own lessons?

What practice have you observed that you intend to use in your own lessons?

What practice have you observed that you intend to use in your own lessons?

What practice have you observed that you intend to use in your own lessons?

What targets will help you to develop your practice in the next phase?

What targets will help you to develop your practice in the next phase?

What targets will help you to develop your practice in the next phase?

What targets will help you to develop your practice in the next phase?

In what ways has scholarship (professional literature, policy, research from university or school based training) contributed to your understanding of practice?

What scholarship has supported your progress? (professional literature, policy, research from university or school based training)

What scholarship has supported your progress? (professional literature, policy, research from university or school based training)

What scholarship has supported your progress? (professional literature, policy, research from university or school based training)

What scholarship has supported your progress? (professional literature, policy, research from university or school based training)
TS4. Plan and teach well-structured lessons
PROMPTS FOR DISCUSSION AND REFLECTION

- Are you able to explain key content clearly and accessibly? Can you select suitable and child-friendly resources and images to support your explanations?
- Are your learning objectives clear and presented to the pupils in a child friendly way and language?
- Do you understand progression? Can you ensure that pupils make progress in understanding key concepts and skills in your subject area? Can you sequence activities to secure progression?
- Do you routinely evaluate your teaching? What strengths and areas for development has this process identified? How has this informed subsequent planning based on the pupils’ understanding? How has this informed subsequent planning for your approach and use of strategies?
- Are you clear about different types of planning? Can you talk through some long, medium and short-term planning and show the differences in these as well, as how they connect?
- Are you able to plan a sequence of lessons / medium term plan?
- To what extent are you able to ensure pupils are engaged in activities? How do you achieve this?
- Do you use a variety of teaching and learning strategies to stimulate learning?
- Do you plan homework as an integral part of your planning? Is this appropriate to the needs and attainment of the pupils? Do you follow up and use the homework?
- Have you had opportunities to extend classroom learning with out of school learning? If not, can you suggest ways in which this might happen in relation to their own teaching?
- How do you communicate enthusiasm / passion for the subject and learning?
- Do you make learning topical, linked to real-world events? Are you able to make links with other subject areas?
### AWARENESS AND VALUE (A)

<table>
<thead>
<tr>
<th>Minimum level</th>
<th>Good (G)</th>
<th>Very Good (V)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1. I am aware of a range of factors that are potential barriers to achievement and understand how experienced teachers use a range of strategies to reduce these barriers.</td>
<td>G1. I know the pupils well enough to recognise the different needs and strengths of individuals and groups and begin to adapt my teaching to address these needs and strengths so that pupils are supported towards achieving their potential.</td>
<td>V1. I actively promote inclusive practice and can respond and support pupils at a high level, differentiating and stretching according to their needs.</td>
</tr>
<tr>
<td>Phase B (Oct - Dec)</td>
<td>Phase C (Jan - Feb)</td>
<td>Phase D (Mar - April)</td>
</tr>
</tbody>
</table>

### MET (M)

<table>
<thead>
<tr>
<th>Minimum level</th>
<th>Good (G)</th>
<th>Very Good (V)</th>
</tr>
</thead>
<tbody>
<tr>
<td>M1. I begin to deploy some strategies to reduce barriers to achievement myself, working alongside experienced teachers and support staff as appropriate.</td>
<td>G2. I recognise how to deal with potential barriers to learning and respond to the strengths and needs of my pupils through using a range of different strategies, e.g. the application of well-targeted interventions and the appropriate deployment of available support staff.</td>
<td>V2. I do not continue barriers to learning (e.g. different home language, concentration difficulties) with ability to learn and this is evident in any use of groupings and activity design.</td>
</tr>
<tr>
<td>Phase B (Oct - Dec)</td>
<td>Phase C (Jan - Feb)</td>
<td>Phase D (Mar - April)</td>
</tr>
</tbody>
</table>

### GOOD (G)

<table>
<thead>
<tr>
<th>Minimum level</th>
<th>Good (G)</th>
<th>Very Good (V)</th>
</tr>
</thead>
<tbody>
<tr>
<td>G1. I consistently adapt my teaching to meet the needs of individual and groups of pupils to support progression in learning.</td>
<td>G3. I have experimented with differentiation by task, outcome, resource, support or grouping. This differentiation is increasingly appropriate and successful in ensuring learning is accessible in ensuring all pupils.</td>
<td>V3. I have an astute understanding of how effective different teaching approaches are in relation to impact on learning and engagement of pupils.</td>
</tr>
<tr>
<td>Phase B (Oct - Dec)</td>
<td>Phase C (Jan - Feb)</td>
<td>Phase D (Mar - April)</td>
</tr>
</tbody>
</table>

### VERY GOOD (V)

<table>
<thead>
<tr>
<th>Minimum level</th>
<th>Good (G)</th>
<th>Very Good (V)</th>
</tr>
</thead>
<tbody>
<tr>
<td>V1. I actively promote inclusive practice and can respond and support pupils at a high level, differentiating and stretching according to their needs.</td>
<td>V2. I do not continue barriers to learning (e.g. different home language, concentration difficulties) with ability to learn and this is evident in any use of groupings and activity design.</td>
<td>V4. I deploy a range of differentiation strategies successfully and can articulate how the differentiation strategy I have provided meets the needs of individuals and groups within the class.</td>
</tr>
<tr>
<td>Phase B (Oct - Dec)</td>
<td>Phase C (Jan - Feb)</td>
<td>Phase D (Mar - April)</td>
</tr>
</tbody>
</table>

### Standards

- **Phase A (Sept - Oct)**: "Finding out"
  - What progress have you made over this phase?
  - What targets will help you to develop your practice in the next phase?

- **Phase B (Oct - Dec)**: "Trying out"
  - What progress have you made over this phase?
  - What targets will help you to develop your practice in the next phase?

- **Phase C (Jan - Feb)**: "Bringing it together"
  - What progress have you made over this phase?
  - What targets will help you to develop your practice in the next phase?

- **Phase D (Mar - April)**: "Moving On"
  - What progress have you made over this phase?
  - What targets will help you to develop your practice in the next phase?

- **Phase E (April - May)**: "Exceeding expectations"
  - What progress have you made over this phase?
  - What targets will help you to develop your practice in the next phase?

### Feedback, Resources and Lesson Plans, Student work etc

- What evidence have you collected for this (Lesson Observation Feedback, Resources and Lesson Plans, Student work etc)?

### What scholarship has supported your progress?

- What scholarship has supported your progress (professional literature, policy, research from university or school based training)?

### What targets will help you to develop your practice in the next phase?

- What targets will help you to develop your practice in the next phase?

### What evidence have you collected for this (Lesson Observation Feedback, Resources and Lesson Plans, Student work etc)?

### In what ways has scholarship (professional literature, policy, research from university or school based training) contributed to your understanding of practice?

### What targets will help you to develop your practice in the next phase?

- What targets will help you to develop your practice in the next phase?
**TS5. Adapt teaching to respond to the strengths and needs of all pupils**

**PROMPTS FOR DISCUSSION AND REFLECTION**

- Do the learning objectives reflect the needs and attainment levels of the class? How do pupils know what is expected of them?
- How do you use pupils’ prior knowledge in your teaching? Are you able to plan to do so, and to do this effectively?
- What communication/information have you had with outside agencies, SENCO and parents to share information and to work together in the best interest of the child?
- Can you explain relevant factors that might inhibit learning for the pupils being taught? Can you devise strategies to overcome these factors?
- How do you seek to actively engage all pupils in the learning? Is this effective?
- How are concrete and pictorial resources used to support learning? Are these available to all? Are they valued by all?
- How does your planning refer to individuals and groups of pupils’ learning needs? Do you know what the pupils already know and are able to do? Are you aware of individuals’ assessments and targets and the support they should be receiving?
- Are you able to explain how particular lessons provide appropriate challenge and support? How do you use a variety of strategies for differentiation? Can you explain why specific strategies are being used?
- How does your planning and teaching reflect the school’s inclusion policy and develop equality of status within the classroom?
- Can you explain how you have used some low threshold yet high ceiling activities in your lessons?
- Do you recognise that there is no shame in not knowing an answer or fact and pupils should recognise that we all continue to learn?
- To what extent do you ask questions you don’t know the answer to? Thereby encouraging pupils to think as equals– modelling that learning about never stops.
### AWARENESS AND VALUE (A)

- **A1**: I have familiarised myself with a range of approaches to assessment and am aware of those that are in use within my school context. 
- **A2**: I show an awareness of the standard and an understanding of its value by sharing observations, and reflections of how teachers assess pupils' understanding by: - the use of questioning - observing and listening to pupils, e.g. in paired talking or problem-solving activities - reflecting on and marking recorded learning.
- **A3**: I show an understanding of how the teacher gives feedback to the pupils: - verbally - recorded
- **A4**: I show an understanding of of the teacher gives feedback to the pupils: - verbally - recorded

### MET (M) Minimum level

- **M1**: With guidance from experienced teachers, I am beginning to monitor pupils' progress and maintain accurate records, providing pupils with written and verbal feedback and setting targets for individuals and groups.
- **M2**: I am experimenting with a range of assessment techniques to evaluate the impact of my teaching on the progress of pupils.
- **M3**: I have an understanding of the statutory assessment requirements for the subject/curriculum in the age phases I am preparing to teach and am gaining experience of assessing pupils' attainment against school and national benchmarks.
- **M4**: I understand how school- and pupil-level assessment data are used to set targets for groups and individuals.

### GOOD (G) Good level

- **G1**: I assess pupils' progress regularly and accurately and maintain accurate records of pupil progress and use these to set appropriately challenging targets designed to support pupils in making progress.
- **G2**: I employ a range of appropriate formative assessment strategies effectively during the lesson that allow me to both evaluate the impact of my teaching on the progress of the pupils and as a basis of modifying my teaching within lessons in light of pupil progress.
- **G3**: I have a secure understanding of the statutory assessment requirements for the subject/curriculum in the age phases I am preparing to teach and am able to make broadly accurate assessments against national benchmarks.
- **G4**: I am providing pupils with regular and constructive feedback, both oral and written and verbal feedback and encourage pupils to reflect on their learning and evaluate their work, experimenting with ways for them to respond to the feedback.

### VERY GOOD (V) High level

- **V1**: I assess pupil progress regularly and work with them to accurately target further improvement and secure progress so that pupils know how well they have done and what they need to do to improve.
- **V2**: I can use a range of assessment strategies consistently and effectively in my day-to-day practice to monitor progress and to inform future planning.
- **V3**: I consistently involve pupils in self-assessment and develop learning conversations where pupils can respond to feedback.
- **V4**: I systematically and effectively check pupils' understanding throughout lessons, anticipating where intervention may be needed and do so with notable impact on the quality of learning.

---

### END OF PHASE REVIEW

<table>
<thead>
<tr>
<th>Phase A (Sept - Oct) “Finding out”</th>
<th>Phase B (Oct - Dec) “Trying out”</th>
<th>Phase C (Jan - Feb) “Bringing it together”</th>
<th>Phase D (Feb - April) “Moving On”</th>
<th>Date of END OF PHASE REVIEW</th>
<th>How have you observed colleagues demonstrate this teacher standard?</th>
<th>What progress have you made over this phase?</th>
<th>What targets will help you to develop your practice in the next phase?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>This evidence was discussed and judged by mentor on this date</td>
<td>This evidence was discussed and judged by mentor on this date</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>This standard was graded by the mentor as</td>
<td>This standard was graded by the mentor as</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

### What evidence have you collected for this (Lesson Observation Feedbac, Resources and Lesson Plans, Student work etc)

<table>
<thead>
<tr>
<th>Phase A (Sept - Oct) “Finding out”</th>
<th>Phase B (Oct - Dec) “Trying out”</th>
<th>Phase A (Jan - Feb) “Bringing it together”</th>
<th>Phase D (Feb - April) “Moving On”</th>
<th>Date of END OF PHASE REVIEW</th>
<th>What evidence have you collected for this (Lesson Observation Feedbac, Resources and Lesson Plans, Student work etc)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>This evidence was discussed and judged by mentor on this date</td>
<td>What evidence have you collected for this (Lesson Observation Feedbac, Resources and Lesson Plans, Student work etc)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>This standard was graded by the mentor as</td>
<td>What evidence have you collected for this (Lesson Observation Feedbac, Resources and Lesson Plans, Student work etc)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>What evidence have you collected for this (Lesson Observation Feedbac, Resources and Lesson Plans, Student work etc)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>What evidence have you collected for this (Lesson Observation Feedbac, Resources and Lesson Plans, Student work etc)</td>
</tr>
</tbody>
</table>

---

### What progress have you made over this phase?

- **Phase A**: I have familiarised myself with a range of approaches to assessment and am aware of those that are in use within my school context.
- **Phase B**: I am experimenting with a range of assessment techniques to evaluate the impact of my teaching on the progress of pupils.
- **Phase C**: I have an understanding of the statutory assessment requirements for the subject/curriculum in the age phases I am preparing to teach and am gaining experience of assessing pupils' attainment against school and national benchmarks.
- **Phase D**: I understand how school- and pupil-level assessment data are used to set targets for groups and individuals.

---

### What targets will help you to develop your practice in the next phase?

- **Phase A**: I have familiarised myself with a range of approaches to assessment and am aware of those that are in use within my school context.
- **Phase B**: I am experimenting with a range of assessment techniques to evaluate the impact of my teaching on the progress of pupils.
- **Phase C**: I have an understanding of the statutory assessment requirements for the subject/curriculum in the age phases I am preparing to teach and am gaining experience of assessing pupils' attainment against school and national benchmarks.
- **Phase D**: I understand how school- and pupil-level assessment data are used to set targets for groups and individuals.

---

### In what ways has scholarship (professional literature, policy, research from university or school based training) contributed to your understanding of practice?

- **Phase A**: I have familiarised myself with a range of approaches to assessment and am aware of those that are in use within my school context.
- **Phase B**: I am experimenting with a range of assessment techniques to evaluate the impact of my teaching on the progress of pupils.
- **Phase C**: I have an understanding of the statutory assessment requirements for the subject/curriculum in the age phases I am preparing to teach and am gaining experience of assessing pupils' attainment against school and national benchmarks.
- **Phase D**: I understand how school- and pupil-level assessment data are used to set targets for groups and individuals.
**TS6. Make accurate and productive use of assessment**  
**PROMPTS FOR DISCUSSION AND REFLECTION**

- Can you explain and show the difference between formative and summative assessment?
- Do you understand the statutory assessment requirements in this phase / subject / context?
- What is the role of the TA in assessment? How is this planned and organised? How is feedback shared?
- How do you use assessment strategies to help you in your planning? How do you incorporate this in your teaching?
- Are books regularly marked? Does the marking support progress and do pupils have opportunities to engage with and respond to marking comments? Is verbal feedback of a high standard?
- Do you keep detailed and up-to-date records of assessment? How do you use this information to inform your planning, teaching and subsequent assessment?
- How do you use assessment to form a view of pupils’ learning? How do you use this information within lessons and to review plans between lessons?
- Can you make use of appropriate support to set appropriate targets and monitor progress?
- Do you use a variety of AfL (Assessment for Learning) strategies? Can you justify why specific strategies are being used?
- Do you build in opportunities for peer and self-assessment? Do you enable pupils to effectively reflect on learning and progress? How do you ensure pupils know what success looks like? Is this always possible or useful?
- What have you learned from your marking and moderation experience? How does this inform your practice?
## A1. Manage behaviour effectively to ensure a good and safe learning environment

- **Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.**
- **Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.**
- **Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.**
- **Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.**
- **Encourage pupils to take a responsible and conscientious attitude to their own work and study.**

### Phase A (Sept - Oct) “Finding out”

**Phase B (Oct - Dec) “Trying out”**

- **What targets will help you to develop your practice in the next phase?**

### Phase C (Jan - Feb) “Bringing it together”

- **What progress have you made over this phase?**

### Phase D (Feb - April) “Good level”

### Phase E (April - May) “Very good level”

<table>
<thead>
<tr>
<th>AWARNESS AND VALUE (A)</th>
<th>NET (B) Minimum level</th>
<th>GOOD (C) Good level</th>
<th>VERY GOOD (D) High level</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 I show an awareness of the standard and an understanding of its value by sharing observations and reflections on:</td>
<td>M1 I work within the school’s framework for behaviour and can apply rules and routines consistently and fairly.</td>
<td>G1 I generally manage behaviour effectively by being consistent and fair so that pupils demonstrate positive attitudes towards the teacher, their learning and each other, allowing lessons to flow smoothly so that disruption is unusual, within the context of my school.</td>
<td>V1 I consistently have high expectations and understand a range of strategies that experienced teachers use to promote positive behaviour and apply these very effectively, including use of school sanctions and rewards, and use of praise, in order to create an environment highly supportive of learning.</td>
</tr>
<tr>
<td>A1 I show an awareness of the standard and an understanding of its value by sharing observations and reflections on:</td>
<td>M2 I understand when to seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.</td>
<td>G2 I actively seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated. This includes the use of outside agencies where appropriate.</td>
<td>V2 I actively seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated. This includes the use of outside agencies where appropriate.</td>
</tr>
<tr>
<td>A1 I show an awareness of the standard and an understanding of its value by sharing observations and reflections on:</td>
<td>M3 I am beginning to understand how barriers to learning can impact on pupil/behaviour and have begun to apply strategies to address these, working alongside experienced teachers and support staff as appropriate.</td>
<td>G3 I understand that behaviour is a form of communication and I ask myself why a child may be exhibiting certain behaviours, adapting plans and approaches in response to my evaluations.</td>
<td>V3 I understand that some pupils will need particular strategies to achieve inclusion and that behaviour management is context-dependent.</td>
</tr>
<tr>
<td>A1 I show an awareness of the standard and an understanding of its value by sharing observations and reflections on:</td>
<td>M4 I have high expectations and am asserting myself with increasing confidence, making use of the school systems for sanctions and rewards, in order to create an environment supportive of learning.</td>
<td>G4 I recognize that planning appropriate lessons that challenge pupils, teaching using a variety of strategies that address pupils’ needs, and employing appropriate assessment strategies will all contribute to successful behaviour management.</td>
<td>V4 I am able to articulate which factors may contribute to more challenging behaviour in my classes and take account of this in my planning.</td>
</tr>
</tbody>
</table>

### Trainee assessment

- **How do you observe colleagues demonstrate this teacher standard?**
- **What progress have you made over this phase?**
- **What progress have you made over this phase?**
- **What progress have you made over this phase?**

### What evidence have you collected for this?

- **Lesson Observation Feedback, Resources and Lesson Plans, Student work etc**
- **Lesson Observation Feedback, Resources and Lesson Plans, Student work etc**
- **Lesson Observation Feedback, Resources and Lesson Plans, Student work etc**
- **Lesson Observation Feedback, Resources and Lesson Plans, Student work etc**

### How will you use this in your own lessons?

- **Professional literature, policy, research from university or school based training**
- **Professional literature, policy, research from university or school based training**
- **Professional literature, policy, research from university or school based training**
- **Professional literature, policy, research from university or school based training**

### What targets will help you to develop your practice in the next phase?

- **Feedback, Resources and Lesson Plans, Student work etc**
- **Feedback, Resources and Lesson Plans, Student work etc**
- **Feedback, Resources and Lesson Plans, Student work etc**
- **Feedback, Resources and Lesson Plans, Student work etc**

**Date of END OF PHASE REVIEW**

- This evidence was discussed and judged by mentor on this date.
- The standard was graded by the mentor as.
- This evidence was discussed and judged by mentor on this date.
- The standard was graded by the mentor as.
- This evidence was discussed and judged by mentor on this date.
- The standard was graded by the mentor as.
- This evidence was discussed and judged by mentor on this date.
- The standard was graded by the mentor as.
TS7. Manage behaviour effectively to ensure a good and safe learning environment

PROMPTS FOR DISCUSSION AND REFLECTION

- Do you use a variety of behaviour management strategies in your teaching? Why do you use some strategies and not others?
- What do you perceive as the main behaviour challenges in your teaching? What are you doing to address these?
- What challenging incidents have you witnessed or handled? Are you able to identify learning points from these incidents?
- To what extent do you provide clear instructions in class relating to your expectations of pupil behaviour?
- Do you follow up instructions with positive reinforcement to promote a positive classroom ethos?
- Reflect on and discuss the statement: *All behaviour is a form of communication.* Can you relate this to the pupils in your class? What questions, if any does this raise?
- How do you use the school’s policy on behaviour? How do you use school systems to follow up behaviour issues, e.g. rewards, sanctions?
- To what extent do you consider classroom management issues when selecting learning activities, organising groups and selecting and organising resources?
- To what extent have you established consistent and effective systems? In which areas have you made progress? Which areas need to be further developed?
- What strategies have you used to establish good relationships with pupils? To what extent have these been successful? How are your behaviour management strategies changing as your relationships with pupils develop? How does the pupils’ behaviour change when another less familiar adult leads the class? (E.g. a supply teacher or you initially?)
- How well do you work with other adults to promote good behaviour e.g. staff / parents?
Phase A (Sept - Oct) “Finding out”

Phase B (Oct - Dec) “Trying out”

Phase C (Jan - Feb) “Bringing it together”

Phase D (Mar - Apr) “Moving on”

Phase E (May - June) “Exceeding expectations”

Trainee should complete this section prior to creating the Professional Practice Profile (PPP) towards the end of each Phase

Date of END OF PHASE REVIEW

This evidence was discussed and judged by mentor on this date.

This standard was graded by the mentor as

What progress have you made over this phase?

What practice have you observed that you intend to use in your own lessons?

What targets will help you to develop your practice in the next phase?

In what ways has scholarship (professional literature, policy, research from university or school based training) contributed to your understanding of practice?

What evidence have you collected for this (Lesson Observation Feedback, Resources and Lesson Plans, Student work etc)

What evidence have you collected for this (Lesson Observation Feedback, Resources and Lesson Plans, Student work etc)

What evidence have you collected for this (Lesson Observation Feedback, Resources and Lesson Plans, Student work etc)

What evidence have you collected for this (Lesson Observation Feedback, Resources and Lesson Plans, Student work etc)

What evidence have you collected for this (Lesson Observation Feedback, Resources and Lesson Plans, Student work etc)
TS8. Fulfil wider professional responsibilities
PROMPTS FOR DISCUSSION AND REFLECTION

- Are you aware of other colleagues in the school who can support you? Do you know when it is appropriate to approach them and what support they can offer?
- Do you understand how the school is supporting individuals with SEN, EAL or other additional needs? Are you aware of pupils who are ‘at-risk’?
- Are you punctual both in arriving each day but also in having planning and resources prepared? Has your role in the planning increased and developed over time?
- How have you participated in the wider life of the school, beyond classroom teaching?
- To what extent are you able to establish positive working relationships with support staff, other teachers and senior teachers?
- How successfully have you integrated yourself into your department? And the school?
- How well do you engage in the mentoring relationship? How do you respond and use feedback? Can you use such relationships to make progress?
- What action have you taken to improve your teaching?
- What do you understand about the role of parents in the phase you are teaching? To what extent is working with parents an effective feature of your practice? Are you able to identify challenges and further opportunities to engage positively with parents?
- Are you being proactive in your development and role? Give examples.
- Are you reflective and critical of your own practice; what impact is this having on pupils’ learning?
- Have you prepared progress reports for pupils and attended parent evenings? Can you reflect on these experiences to identify suggestions for good practice?
**Part Two:**

**Personal and professional conduct**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct.

The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.

- 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.

### Trainees should complete this section prior to creating the Professional Practice Profile (PPP) towards the end of each Phase

<table>
<thead>
<tr>
<th>Phase A (Sept - Oct)</th>
<th>Phase B (Oct - Dec)</th>
<th>Phase C (Jan - Feb)</th>
<th>Phase D (Feb - April)</th>
<th>Phase E (April - May)</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Finding out”</td>
<td>“Trying out”</td>
<td>“Bringing it together”</td>
<td>“Moving On”</td>
<td>“Exceeding expectations”</td>
</tr>
</tbody>
</table>

**How do you feel you have demonstrated the professionalism outlined in Part 2 of the Teacher Standards during this phase?**

- How do you feel you have demonstrated the professionalism outlined in Part 2 of the Teacher Standards during this phase?
- How do you feel you have demonstrated the professionalism outlined in Part 2 of the Teacher Standards during this phase?
- How do you feel you have demonstrated the professionalism outlined in Part 2 of the Teacher Standards during this phase?
Part Two: Personal and Professional Conduct
PROMPTS FOR DISCUSSION AND REFLECTION

- Do you have a commitment to upholding the high standards of the teaching profession, within and outside school?
- Do you develop appropriate professional relationships with colleagues and pupils?
- Are you able to safeguard pupils’ well-being, in accordance with statutory provisions?
  - Do you understand that schools are required to develop pupils’ wider understanding of social and cultural diversity, tolerance for others and respect for different faiths and beliefs, in line with the maintenance of fundamental British values?*
- Do you understand the challenges of teaching in modern British schools? *
- Are you aware of the Prevent strategy and its implications? *
  - Do you understand the responsibility teachers hold in relation to the expression of personal beliefs and the impact these could have on pupils and their consequent actions?*
- Do you understand and adhere to the school’s and provider’s VLE/internet safety policy, including the safe and responsible use of social media?
- Do you display high standards of personal and professional behaviour, inside and outside school, including attendance and punctuality at all times?
  - Do you understand and apply the range of policies that support school practice and act on these in your planning, teaching and wider involvement in the life of the school?
- Do you take appropriate responsibility for your own and pupils’ well-being in the classroom and during off-site activities or visits?
  - Are you aware of and do you act in the context of the professional duties of teachers as set out in the statutory School Teachers’ Pay and Conditions document?
- Have you received relevant training in Child Protection/safeguarding? Can you articulate the school’s policy if reporting a concern?

* Note: Maintained schools have obligations under Section 78 of the Education Act 2002 to provide a broad and balanced curriculum, to promote SMSC (Spiritual, Moral, Social and Cultural awareness), and the mental and physical development of pupils at the school and of society. The emphasis is placed on actively promoting Fundamental British Values.

Pupils are expected to have knowledge and understanding about freedom to choose and hold other faiths and beliefs which are protected in law and an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour.
Weekly Tracker

This section is copy of the weekly tracker that trainees complete each week while on placement
<table>
<thead>
<tr>
<th>Phase A</th>
<th>Phase A</th>
<th>Phase A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>W/B 24th September</strong></td>
<td><strong>W/B 1st October</strong></td>
<td><strong>W/B 8th October</strong></td>
</tr>
<tr>
<td>How did this week go?</td>
<td>How did this week go?</td>
<td>How did this week go?</td>
</tr>
<tr>
<td>Prompt Question</td>
<td>What “Magic Moment” occurred this week that helped remind you why you originally wanted to be a teacher?</td>
<td>What “Magic Moment” occurred this week that helped remind you why you originally wanted to be a teacher?</td>
</tr>
<tr>
<td><strong>Date Meeting Held:</strong></td>
<td><strong>Meeting Agenda</strong></td>
<td><strong>Brief Summary of Discussion</strong> (a maximum of 150 words)</td>
</tr>
<tr>
<td><strong>Record of Mentor Meeting</strong></td>
<td><strong>Record of Mentor Meeting</strong></td>
<td><strong>END OF PHASE REVIEW</strong></td>
</tr>
<tr>
<td><strong>Lesson Observation</strong></td>
<td><strong>Lesson Observation</strong></td>
<td><strong>Lesson Observation</strong></td>
</tr>
<tr>
<td>Were you observed this week?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Date of Lesson:</strong></td>
<td><strong>Class:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Who were you observed by?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Has progress been made?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PROGRESS / STRENGTHS</strong></td>
<td><strong>Please identify emerging areas of progress observed (exact wording needed)</strong></td>
<td><strong>Please identify emerging areas of progress observed (exact wording needed)</strong></td>
</tr>
<tr>
<td><strong>Strength 1 Relates to standard:</strong></td>
<td><strong>Strength 1</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Strength 2 Relates to standard:</strong></td>
<td><strong>Strength 2</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Strength 3 Relates to standard:</strong></td>
<td><strong>Strength 3</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Strength 4 Relates to standard:</strong></td>
<td><strong>Strength 4</strong></td>
<td></td>
</tr>
<tr>
<td><strong>TARGETS</strong></td>
<td><strong>Please identify areas for development (exact wording needed)</strong></td>
<td><strong>Please identify areas for development (exact wording needed)</strong></td>
</tr>
<tr>
<td><strong>Target 1 Relates to standard:</strong></td>
<td><strong>Target 1</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Target 2 Relates to standard:</strong></td>
<td><strong>Target 2</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Target 3 Relates to standard:</strong></td>
<td><strong>Target 3</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Target 4 Relates to standard:</strong></td>
<td><strong>Target 4</strong></td>
<td></td>
</tr>
<tr>
<td>Phase A</td>
<td>Phase B</td>
<td>Phase B</td>
</tr>
<tr>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>How did this week go?</td>
<td>Prompt Question</td>
<td>Date Meeting Held:</td>
</tr>
<tr>
<td>Date Meeting Held:</td>
<td>Meeting Agenda: (Use ctrl+enter to put agenda items on separate lines)</td>
<td>Brief Summary of Discussion (A maximum of 150 words)</td>
</tr>
<tr>
<td>Date of Lesson</td>
<td>Class</td>
<td>Who were you observed by?</td>
</tr>
<tr>
<td>Were you observed this week?</td>
<td>Has progress been made?</td>
<td>PROGRESS / STRENGTHS -</td>
</tr>
<tr>
<td>Strength 1 Relates to standard</td>
<td>Strength 1</td>
<td>Strength 2 Relates to standard</td>
</tr>
<tr>
<td>Strength 2 Relates to standard</td>
<td>Strength 2</td>
<td>Strength 3 Relates to standard</td>
</tr>
<tr>
<td>Strength 3 Relates to standard</td>
<td>Strength 3</td>
<td>Strength 4 Relates to standard</td>
</tr>
<tr>
<td>Strength 4 Relates to standard</td>
<td>Strength 4</td>
<td>TARGETS</td>
</tr>
<tr>
<td>Target 1 Relates to standard</td>
<td>Target 1</td>
<td>Please identify areas for development (exact wording needed)</td>
</tr>
<tr>
<td>Target 2 Relates to standard</td>
<td>Target 2</td>
<td>Please identify any emerging targets observed from outside of this observation.</td>
</tr>
<tr>
<td>Target 3 Relates to standard</td>
<td>Target 3</td>
<td>Please identify any emerging targets observed from outside of this observation.</td>
</tr>
<tr>
<td>Target 4 Relates to standard</td>
<td>Target 4</td>
<td>Please identify any emerging targets observed from outside of this observation.</td>
</tr>
<tr>
<td>Phase A</td>
<td>Phase B</td>
<td>Phase B</td>
</tr>
<tr>
<td>W/B 15th October - PPPA Due Friday 19th</td>
<td>W/B 22nd October</td>
<td>W/B 29th October</td>
</tr>
<tr>
<td>What &quot;Magic Moment&quot; occurred this week that helped remind you why you originally wanted to be a teacher?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson Observation</td>
<td>Lesson Observation</td>
<td>Lesson Observation</td>
</tr>
<tr>
<td>Please identify emerging areas of progress observed (exact wording needed)</td>
<td>Please identify emerging areas of progress observed (exact wording needed)</td>
<td>Please identify emerging areas of progress observed (exact wording needed)</td>
</tr>
<tr>
<td>Please identify any emerging areas of progress observed from outside of this observation.</td>
<td>Please identify any emerging areas of progress observed from outside of this observation.</td>
<td>Please identify any emerging areas of progress observed from outside of this observation.</td>
</tr>
<tr>
<td>Please identify any emerging areas of progress observed from outside of this observation.</td>
<td>Please identify any emerging areas of progress observed from outside of this observation.</td>
<td>Please identify any emerging areas of progress observed from outside of this observation.</td>
</tr>
</tbody>
</table>
How did this week go?

Prompt Question

Date Meeting Held:

Meeting Agenda
(Use ctrl+enter to put
agenda items on separate
lines)

Brief Summary of
Discussion (A maximum
of 150 words)

Were you observed this
week?

Date of Lesson

Class

Who were you observed
by?

Has progress been made?

PROGRESS /

STRENGTHS-

Strength 1 Relates to
standard

Strength 2 Relates to
standard

Strength 3 Relates to
standard

Strength 4 Relates to
standard

TARGETS

Target 1 Relates to
standard

Target 2 Relates to
standard

Target 3 Relates to
standard

Target 4 Relates to
standard

W/B 5th November

W/B 12th November

W/B 19th November

Record of Mentor Meeting

Record of Mentor Meeting

Record of Mentor Meeting

Lesson Observation

Lesson Observation

Lesson Observation

Please identify emerging areas of progress observed (exact wording needed)

Please identify emerging areas of progress observed (exact wording needed)

Please identify emerging areas of progress observed (exact wording needed)

Please identify any emerging areas of progress observed from outside of this observation.

Please identify any emerging areas of progress observed from outside of this observation.

Please identify any emerging areas of progress observed from outside of this observation.

Please identify areas for development (exact wording needed)

Please identify areas for development (exact wording needed)

Please identify areas for development (exact wording needed)

Please identify any emerging targets observed from outside of this observation.

Please identify any emerging targets observed from outside of this observation.

Please identify any emerging targets observed from outside of this observation.
<table>
<thead>
<tr>
<th>Date Meeting Held</th>
<th>Meeting Agenda</th>
<th>Brief Summary of Discussion (A maximum of 150 words)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Observation</td>
<td>Lesson Observation</td>
<td>Lesson Observation</td>
</tr>
<tr>
<td>Progess Review Meeting</td>
<td>Progess Review Meeting</td>
<td>Progess Review Meeting</td>
</tr>
</tbody>
</table>

**Phase B**

<table>
<thead>
<tr>
<th>Date</th>
<th>Lesson Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>W/B 26th November</td>
<td></td>
</tr>
<tr>
<td>W/B 3rd December</td>
<td></td>
</tr>
<tr>
<td>W/B 10th December</td>
<td></td>
</tr>
</tbody>
</table>

**PROGRESS REVIEW MEETING**

- **Strength 1:** Relates to standard
  - Strength 1
- **Strength 2:** Relates to standard
  - Strength 2
- **Strength 3:** Relates to standard
  - Strength 3
- **Strength 4:** Relates to standard
  - Strength 4

**TARGETS**

- **Target 1:** Relates to standard
  - Target 1
- **Target 2:** Relates to standard
  - Target 2
- **Target 3:** Relates to standard
  - Target 3
- **Target 4:** Relates to standard
  - Target 4

**Phase B**

- Please identify emerging areas of progress observed (exact wording needed)
- Please identify emerging areas of progress observed (exact wording needed)
- Please identify emerging areas of progress observed (exact wording needed)

**Phase B**

- Please identify below any emerging areas of progress observed from outside of this observation.
- Please identify below any emerging areas of progress observed from outside of this observation.
- Please identify below any emerging areas of progress observed from outside of this observation.

**Phase B**

- Please identify any areas for development (exact wording needed)
- Please identify any areas for development (exact wording needed)
- Please identify any areas for development (exact wording needed)

**Phase B**

- Please identify below any emerging targets observed from outside of this observation.
- Please identify below any emerging targets observed from outside of this observation.
- Please identify below any emerging targets observed from outside of this observation.
<table>
<thead>
<tr>
<th>Phase B</th>
<th>Phase C</th>
<th>Phase C</th>
</tr>
</thead>
<tbody>
<tr>
<td>W/B 17th December - PPPB Due Friday 15th</td>
<td>W/B 24th December</td>
<td>W/B 31st December</td>
</tr>
</tbody>
</table>

**How did this week go?**

**Prompt Question**

**Date Meeting Held:**

**Meeting Agenda** (Use ctrl+enter to put agenda items on separate lines)

**Brief Summary of Discussion (A maximum of 150 words)**

**Were you observed this week?**

**Date of Lesson:**

**Class:**

**Who were you observed by?**

**Has progress been made?**

**PROGRESS / STRENGTHS -**

**Strength 1 Relates to standard**

**Strength 2 Relates to standard**

**Strength 3 Relates to standard**

**Strength 4 Relates to standard**

**TARGETS**

**Target 1 Relates to standard**

**Target 2 Relates to standard**

**Target 3 Relates to standard**

**Target 4 Relates to standard**

**Record of Mentor Meeting**

**Lesson Observation**

**Please identify emerging areas of progress observed (exact wording needed)**

**Please identify areas for development (exact wording needed)**

**Please identify below any emerging targets observed from outside of this observation.**

**Record of Mentor Meeting**

**Lesson Observation**

**Please identify emerging areas of progress observed (exact wording needed)**

**Please identify areas for development (exact wording needed)**

**Please identify below any emerging targets observed from outside of this observation.**

**Record of Mentor Meeting**

**Lesson Observation**

**Please identify emerging areas of progress observed (exact wording needed)**

**Please identify areas for development (exact wording needed)**

**Please identify below any emerging targets observed from outside of this observation.**
<table>
<thead>
<tr>
<th>Phase C</th>
<th>Phase C</th>
<th>Phase C</th>
</tr>
</thead>
<tbody>
<tr>
<td>W/B 7th January</td>
<td>W/B 14th January</td>
<td>W/B 21st January</td>
</tr>
</tbody>
</table>

**How did this week go?**

**Prompt Question**

**Date Meeting Held:**

**Meeting Agenda**

(Use ctrl+enter to put agenda items on separate lines)

**Brief Summary of Discussion** (A maximum of 150 words)

**Were you observed this week?**

<table>
<thead>
<tr>
<th>Date of Lesson</th>
<th>Class</th>
</tr>
</thead>
</table>

**Who were you observed by?**

**Has progress been made?**

**PROGRESS / STRENGTHS**

- **Strength 1** Relates to standard
- **Strength 2** Relates to standard
- **Strength 3** Relates to standard
- **Strength 4** Relates to standard

**TARGETS**

- **Target 1** Relates to standard
- **Target 2** Relates to standard
- **Target 3** Relates to standard
- **Target 4** Relates to standard

**Record of Mentor Meeting**

**Lesson Observation**

Please identify emerging areas of progress observed (exact wording needed)

Please identify areas for development (exact wording needed)

Please identify emerging targets observed from outside of this observation.
<table>
<thead>
<tr>
<th>Phase C</th>
<th>Phase C</th>
<th>Phase C</th>
</tr>
</thead>
<tbody>
<tr>
<td>W/B 28th January</td>
<td>W/B 4th February</td>
<td>W/B 11th February - PPC Due Friday 15th</td>
</tr>
<tr>
<td>How did this week go?</td>
<td>Prompt Question</td>
<td></td>
</tr>
<tr>
<td>Date Meeting Held:</td>
<td>Meeting Agenda (Note: all text to put agenda items on separate lines)</td>
<td></td>
</tr>
<tr>
<td>Brief Summary of Discussion (a maximum of 150 words)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Were you observed this week?</td>
<td>Date of Lesson</td>
<td>Who were you observed by?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has progress been made?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PROGRESS / STRENGTHS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strength 1 Relates to standard</td>
<td>Strength 1</td>
<td></td>
</tr>
<tr>
<td>Strength 2 Relates to standard</td>
<td>Strength 2</td>
<td></td>
</tr>
<tr>
<td>Strength 3 Relates to standard</td>
<td>Strength 3</td>
<td></td>
</tr>
<tr>
<td>Strength 4 Relates to standard</td>
<td>Strength 4</td>
<td></td>
</tr>
<tr>
<td>TARGETS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Target 1 Relates to standard</td>
<td>Target 1</td>
<td></td>
</tr>
<tr>
<td>Target 2 Relates to standard</td>
<td>Target 2</td>
<td></td>
</tr>
<tr>
<td>Target 3 Relates to standard</td>
<td>Target 3</td>
<td></td>
</tr>
<tr>
<td>Target 4 Relates to standard</td>
<td>Target 4</td>
<td></td>
</tr>
</tbody>
</table>

PROGRESS REVIEW MEETING

Lesson Observation

Please identify emerging areas of progress observed (exact wording needed)

Please identify emerging areas of progress observed (exact wording needed)

Please identify emerging areas of progress observed (exact wording needed)

Please identify below any emerging areas of progress observed from outside of this observation.

Please identify below any emerging areas of progress observed from outside of this observation.

Please identify below any emerging areas of progress observed from outside of this observation.

Please identify any emerging targets observed from outside of this observation.

Please identify any emerging targets observed from outside of this observation.

Please identify any emerging targets observed from outside of this observation.
<table>
<thead>
<tr>
<th>Phase D</th>
<th>Phase D</th>
<th>Phase D</th>
</tr>
</thead>
<tbody>
<tr>
<td>W/B 18th February</td>
<td>W/B 25th February</td>
<td>W/B 4th March</td>
</tr>
<tr>
<td><strong>How did this week go?</strong></td>
<td><strong>Prompt Question</strong></td>
<td><strong>Date Meeting Held:</strong></td>
</tr>
<tr>
<td><strong>Meeting Agenda</strong></td>
<td><strong>Meeting Agenda</strong></td>
<td><strong>Meeting Agenda</strong></td>
</tr>
<tr>
<td>(use ctrl+enter to put agenda items on separate lines)</td>
<td>(use ctrl+enter to put agenda items on separate lines)</td>
<td>(use ctrl+enter to put agenda items on separate lines)</td>
</tr>
<tr>
<td><strong>Brief Summary of Discussion (8 maximum of 150 words)</strong></td>
<td><strong>Brief Summary of Discussion (8 maximum of 150 words)</strong></td>
<td><strong>Brief Summary of Discussion (8 maximum of 150 words)</strong></td>
</tr>
<tr>
<td><strong>Were you observed this week?</strong></td>
<td><strong>Were you observed this week?</strong></td>
<td><strong>Were you observed this week?</strong></td>
</tr>
<tr>
<td><strong>Date of Lesson</strong></td>
<td><strong>Date of Lesson</strong></td>
<td><strong>Date of Lesson</strong></td>
</tr>
<tr>
<td><strong>Class</strong></td>
<td><strong>Class</strong></td>
<td><strong>Class</strong></td>
</tr>
<tr>
<td><strong>Who were you observed by?</strong></td>
<td><strong>Who were you observed by?</strong></td>
<td><strong>Who were you observed by?</strong></td>
</tr>
<tr>
<td><strong>Did progress been made?</strong></td>
<td><strong>Did progress been made?</strong></td>
<td><strong>Did progress been made?</strong></td>
</tr>
<tr>
<td><strong>PROGRESS / STRENGTHS</strong></td>
<td><strong>PROGRESS / STRENGTHS</strong></td>
<td><strong>PROGRESS / STRENGTHS</strong></td>
</tr>
<tr>
<td>Strength 1 Relates to standard</td>
<td>Strength 1 Relates to standard</td>
<td>Strength 1 Relates to standard</td>
</tr>
<tr>
<td>Strength 2 Relates to standard</td>
<td>Strength 2 Relates to standard</td>
<td>Strength 2 Relates to standard</td>
</tr>
<tr>
<td>Strength 3 Relates to standard</td>
<td>Strength 3 Relates to standard</td>
<td>Strength 3 Relates to standard</td>
</tr>
<tr>
<td>Strength 4 Relates to standard</td>
<td>Strength 4 Relates to standard</td>
<td>Strength 4 Relates to standard</td>
</tr>
<tr>
<td><strong>TARGETS</strong></td>
<td><strong>TARGETS</strong></td>
<td><strong>TARGETS</strong></td>
</tr>
<tr>
<td>Target 1 Relates to standard</td>
<td>Target 1 Relates to standard</td>
<td>Target 1 Relates to standard</td>
</tr>
<tr>
<td>Target 2 Relates to standard</td>
<td>Target 2 Relates to standard</td>
<td>Target 2 Relates to standard</td>
</tr>
<tr>
<td>Target 3 Relates to standard</td>
<td>Target 3 Relates to standard</td>
<td>Target 3 Relates to standard</td>
</tr>
<tr>
<td>Target 4 Relates to standard</td>
<td>Target 4 Relates to standard</td>
<td>Target 4 Relates to standard</td>
</tr>
</tbody>
</table>

**Please identify emerging areas of progress observed (exact wording needed):**

- Please identify emerging areas of progress observed.
- Please identify emerging areas of progress observed.
- Please identify emerging areas of progress observed.

**Please identify areas for development (exact wording needed):**

- Please identify areas for development.
- Please identify areas for development.
- Please identify areas for development.

**Please identify any emerging targets observed from outside of this observation:**

- Please identify any emerging targets observed.
- Please identify any emerging targets observed.
- Please identify any emerging targets observed.
## How did this week go?

**Prompt Question**

**Date Meeting Held:**

**Meeting Agenda**

(Use ctrl+enter to put agenda items on separate lines)

**Brief Summary of Discussion (A maximum of 150 words)**

**Were you observed this week?**

**Date of Lesson**

**Class**

Who were you observed by?

Has progress been made?

### PROGRESS / STRENGTHS

1. Strength 1 Relates to standard
2. Strength 2 Relates to standard
3. Strength 3 Relates to standard
4. Strength 4 Relates to standard

### TARGETS

1. Target 1 Relates to standard
2. Target 2 Relates to standard
3. Target 3 Relates to standard
4. Target 4 Relates to standard

<table>
<thead>
<tr>
<th>Phase D</th>
<th>Phase D</th>
<th>Phase D</th>
</tr>
</thead>
<tbody>
<tr>
<td>W/B 11th March</td>
<td>W/B 18th March</td>
<td>W/B 25th March</td>
</tr>
</tbody>
</table>

**Record of Mentor Meeting**

**PROGRESS REVIEW MEETING**

**Lesson Observation**

Please identify emerging areas of progress observed (exact wording needed)

Please identify areas for development (exact wording needed)

Please identify any emerging targets observed from outside of this observation.

<table>
<thead>
<tr>
<th>W/B 11th March</th>
<th>W/B 18th March</th>
<th>W/B 25th March</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strength 1 Relates to standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strength 1</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strength 2 Relates to standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strength 2</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strength 3 Relates to standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strength 3</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strength 4 Relates to standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strength 4</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
### Record of Mentor Meeting

**Date Meeting Held:**

**Meeting Agenda:** (Note all items on separate lines)

**Brief Summary of Discussion (A maximum of 150 words):**

---

**Lesson Observation**

<table>
<thead>
<tr>
<th>Phase D</th>
<th>Phase E</th>
<th>Phase E</th>
</tr>
</thead>
<tbody>
<tr>
<td>W/B 1st April - PPD due Friday 5th</td>
<td>W/B 9th April</td>
<td>W/B 15th April</td>
</tr>
</tbody>
</table>

**How did this week go?**

**Prompt Question**

**Date Meeting Held:**

**Meeting Agenda:** (Note all items on separate lines)

**Brief Summary of Discussion (A maximum of 150 words):**

**Were you observed this week?**

**Date of Lesson**

**Class**

**Who were you observed by?**

**Has progress been made?**

**PROGRESS / STRENGTHS**

- **Strength 1** Relates to standard
- **Strength 2** Relates to standard
- **Strength 3** Relates to standard
- **Strength 4** Relates to standard

**TARGETS**

- **Target 1** Relates to standard
- **Target 2** Relates to standard
- **Target 3** Relates to standard
- **Target 4** Relates to standard

---

**Please identify emerging areas of progress observed (exact wording needed):**

**Please identify any emerging areas of progress observed from outside of this observation:**

**Please identify areas for development (exact wording needed):**

**Please identify any emerging targets observed from outside of this observation:**

---

**Please identify emerging areas of progress observed (exact wording needed):**

**Please identify any emerging areas of progress observed from outside of this observation:**

**Please identify areas for development (exact wording needed):**

**Please identify any emerging targets observed from outside of this observation:**

---
**Date of Meeting Held:**

**Meeting Agenda:**
- How did this week go? (use ctrl+enter to put agenda items on separate lines)
- Brief Summary of Discussion (a maximum of 150 words)
- Were you observed this week?

**Date of Lesson:**

**Class:**
- Who were you observed by?
- Has progress been made?

**PROGRESS / STRENGTHS:**

<table>
<thead>
<tr>
<th>Strength</th>
<th>Relates to standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strength 1</td>
<td>Relates to standard</td>
</tr>
<tr>
<td>Strength 2</td>
<td>Relates to standard</td>
</tr>
<tr>
<td>Strength 3</td>
<td>Relates to standard</td>
</tr>
<tr>
<td>Strength 4</td>
<td>Relates to standard</td>
</tr>
</tbody>
</table>

**TARGETS:**

<table>
<thead>
<tr>
<th>Target</th>
<th>Relates to standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target 1</td>
<td>Relates to standard</td>
</tr>
<tr>
<td>Target 2</td>
<td>Relates to standard</td>
</tr>
<tr>
<td>Target 3</td>
<td>Relates to standard</td>
</tr>
<tr>
<td>Target 4</td>
<td>Relates to standard</td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>Phase E</th>
<th>Phase E</th>
<th>Phase E</th>
</tr>
</thead>
<tbody>
<tr>
<td>W/B 22nd April</td>
<td>W/B 29th April</td>
<td>W/B 6th May</td>
</tr>
</tbody>
</table>

---
**Meeting Agenda**

<table>
<thead>
<tr>
<th>Date Meeting Held</th>
<th>Meeting Agenda</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>How do you feel about putting agenda items on separate lines?</td>
</tr>
<tr>
<td></td>
<td>Brief Summary of Discussion (A maximum of 150 words)</td>
</tr>
</tbody>
</table>

**Were you observed this week?**

<table>
<thead>
<tr>
<th>Date of Lesson</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 13th May</td>
<td>Class 1</td>
</tr>
<tr>
<td>Week 20th May</td>
<td>Class 2</td>
</tr>
</tbody>
</table>

**Has progress been made?**

<table>
<thead>
<tr>
<th>Strength 1</th>
<th>Relates to standard</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strength 1</td>
</tr>
</tbody>
</table>

**TARGETS**

<table>
<thead>
<tr>
<th>Target 1</th>
<th>Relates to standard</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Target 1</td>
</tr>
</tbody>
</table>