BA Ed Programme

Year 1 School Experience
Mentor Guide 2017-18

Initial contact for queries:

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Email: primarypartnership@reading.ac.uk

Your mentor webpages and documentation can be accessed at:
(remember, spaces in web addresses are underscores)

http://www.reading.ac.uk/education/partners/The_Reading_Partnership_Mentor_Homepage.aspx

Key Staff:

Nasreen Majid – BA Ed Programme Director
Cara Broadhurst – BA Ed Assistant Director
Administrator – Matt Jones
Placements Coordinator – Kate Malone

If you need to ask about something, please do get in touch. It is important that our RPTs hear us giving the same messages and that we all truly work in Partnership.
Reading Partnership Teachers: Our Vision

At Reading we train teachers who become reflective professionals able to secure the very best for all children. We support them to be resilient, creative and inclusive. With the highest expectations of learning, progress and development, they inspire children to become confident, active citizens who are able to cope with the fast-moving demands of the 21st century.

We offer a range of routes into teaching that utilise our strong partnership with local schools, providing a personalized approach to trainees from diverse backgrounds and experiences. Our commitment to ensuring equal opportunities is evident through our pastoral support which recognises and nurtures the potential in every trainee. All programmes incorporate practical experience grounded in rigorous educational research. Between the campus environment and the diversity embedded within partnership schools, our trainees develop a strong identity as beginner teachers and educators of the future.

(Our trainees are known as Reading Partnership Teachers (RPTs) and are referred to as such throughout our documentation.)
The Role of the Mentor

The University Partnership Agreement, which is signed by all Partnership Schools, lists the following aspects to the role. (Your school should have a signed copy of the full Partnership Agreement on file.)

The Partnership School will provide a mentor who will:

9.3.1 Have day-to-day overview of and responsibility for the Trainee Teacher’s (RPT’s) training and development throughout the Placement, including liaising with other teachers and staff whom the Trainee Teacher (RPT) works with during the Placement.

9.3.2. Undertake regular observations of the Trainee Teacher’s (RPT’s) teaching and liaise with other teachers who observe the Trainee Teacher’s (RPT’s) teaching to ensure consistency of overall assessment and feedback.

9.3.3. Arrange weekly 1:1 meetings with the Trainee Teacher (RPT) in school time.

9.3.4. Ensure that the Trainee Teacher (RPT) has sufficient guidance and support concerning subject knowledge.

9.3.5. Set appropriate targets for the Trainee Teacher (RPT) and share these targets with other teachers and staff with whom the Trainee Teacher (RPT) works.

9.3.6. Contribute to the overall assessment of the Trainee Teacher (RPT) by giving verbal and written feedback as required by the University.

9.3.7. Liaise with the University and University Tutor on all matters relating to the Placement.

9.3.8. Identify any issues relating to the Placement and/or the Trainee Teacher (RPT) and take appropriate action as required.

Thank you for your support of our Reading Partnership Teachers. We value your input very highly. To support this, the next pages contain a checklist that details each mentoring responsibility; it is chronologically laid out and numbered so you can tick things off as you go.
Mentor Checklist

BA Ed Year 1 School Experience 2018

Our Priorities for 2017-18 within our primary programmes are being shared with you via the flyer that has been sent to all schools. These reflect what both we and you, as our partners, have identified as overall areas for development. The flyer also accompanies this Mentor Guide; please use it and the training work done around it at the Partnership Training to influence what you focus your RPT on and where to offer the most support.

As Year 1s, these RPTs will need support as they gain experience of being in a professional school environment in the role of a teacher and colleague. They have developed significant amounts of pedagogical knowledge from their observations whilst visiting you and their work in sessions, and are very keen to put it into practice. However, one of the most challenging things at this stage may actually be how they develop their relationship with you and learn about the mentor/student dynamic. Keenness or nervousness can make an RPT present in a certain way or make decisions that don’t quite recognise all perspectives. Being understanding about this, guiding them in specific expectations and fostering open communication will be the key to making it work successfully. Mentoring is a complex process; patience is needed and sometimes you will need to read between the lines of what an RPT is doing.

You will mostly be present in the classroom with a Year 1 RPT but if you are not in the classroom at any point, you must ensure that at all times your RPT knows where you will be or how to seek help from another staff member.

<table>
<thead>
<tr>
<th>Required Support</th>
<th>Use as a tickbox</th>
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<tbody>
<tr>
<td><strong>Diagnostic Days - Weds 28th Feb – Fri 2nd March</strong></td>
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<tr>
<td>1. Read and discuss your students’ Behaviour Management Audits if not done at Partnership Training (in PDP). Discuss targets.</td>
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<tr>
<td>2. Read the School Experience Guide. This is the guide for what the RPTs are required to do and you should be familiar with this.</td>
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<tr>
<td>3. Provide any additional introduction to the school – (e.g. introductions to other staff, access to the computer network etc) because they may need more access/to be more involved now they are in all week.</td>
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<tr>
<td>4. Carry out an induction to the school’s Phonics Scheme and Maths Calculation policy – these could be done by the Literacy or Maths Subject leaders.</td>
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<tr>
<td>5. Discuss the Directed Tasks and make appropriate arrangements</td>
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<tr>
<td>6. Meet with your RPTs to continue the planning discussions that you have already started at the Training and final visit. They will need to discuss the Curriculum Planning for the block period, including some provisional discussion of the teaching commitment and PPA for each RPT. On this placement, where an RPT is timetabled to teach a lesson, s/he is expected to write their own lesson plan+slides for it, but only after having seen the medium term plans and talked through lesson ideas with you in advance. They may also need more</td>
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information about class attainment and grouping.

7. At the end of the week (2.3.18) – have a Weekly Meeting and provide written weekly feedback (including targets) on the Weekly Reflection form.

### Block School Experience - Mon 5th March to Friday 23rd March (3 weeks)

#### Supervising Tutor:

1. The Supervising tutor will visit in the week beg. 12th March. Liaise with him/her to arrange a date for the visit.

#### Week 1

1. Formally observe your RPTs teaching and give written feedback on the Feedback form (either one team-taught lesson or one each). Ensure the correct box at the bottom of the page is ticked.

2. Support your RPTs’ lesson planning through discussion of objectives and ideas for their lessons and also giving feedback on plans produced. Ensure they are attending any team planning meetings.

3. Monitor your RPTs’ School Files and evaluations.

4. Have a Weekly Meeting to evaluate the week and provide written feedback and targets (30 mins per RPT). At this meeting please also discuss (30 mins jointly):
   - The RPTs’ teaching timetable for the following week
   - PPA time – one day per week in total
   - RPTs opportunities to observe other experienced teachers

5. **Give us Interim Feedback Comments by the end of Thursday 8th March.** (A link to a short online survey will be emailed to you at the beginning of the week to allow you to do this.) If you have any concerns or are thinking an RPT might be awarded a ‘W’ grade at the end of the placement, **you MUST contact the Supervising Tutor** and get a Standard Booster form drawn up.

#### Week 2

1. Formally observe your RPTs teaching and give written feedback on the Feedback form (*minimum of one lesson each*). Ensure the correct box at the bottom of the page is ticked.

2. Support your RPTs’ lesson planning through discussion of objectives and ideas for their lessons and also giving feedback on plans produced. Ensure they are attending any team planning meetings.

3. Continue to monitor your RPTs’ School Files and evaluations.

4. Have a Weekly Meeting to evaluate the week and provide written feedback and targets (30 mins per RPT). At this meeting please also discuss (30 mins jointly):
   - The RPTs’ teaching timetable for the following week
   - PPA time – one day per week in total
   - RPTs opportunities to observe other experienced teachers
### Week 3

<p>| | |</p>
<table>
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<tbody>
<tr>
<td>1.</td>
<td>Formally observe your RPTs teaching and give written feedback on the Feedback form <em>(minimum of one lesson each)</em>. Ensure the correct box at the bottom of the page is ticked.</td>
</tr>
<tr>
<td>2.</td>
<td>Support your RPTs’ lesson planning through discussion of objectives and ideas for their lessons and also giving feedback on plans produced. Ensure they are attending any team planning meetings.</td>
</tr>
<tr>
<td>3.</td>
<td>Continue to monitor your RPTs’ School Files and evaluations.</td>
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<tr>
<td>4.</td>
<td>In the final three days, hold a ‘Duopartite Meeting’ with each RPT (instead of the weekly meeting). Ask them to present their evidence and use this and your own observations to fill in grades and comments on the <em>Assessment of Progress Form</em> (AoP). There are also Grading Support Criteria to help you with this (please see page 9 of this Guide). Save the document (please put the RPT’s <em>surname</em> first in the document name).</td>
</tr>
<tr>
<td>5.</td>
<td><strong>Email the Assessment of Progress form to us by Monday 10th April at 10am. Please cc the Supervising Tutor and RPT in to the email.</strong></td>
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<tr>
<td>6.</td>
<td>Sign off each RPT’s Directed Tasks and Attendance Form in their PDPs.</td>
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Further Guidance

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The Mentor Webpages
Our recently developed Mentor webpages allow you to access all relevant documents from school or home. All pro-formas and handbooks needed for the School Experiences are available at:

http://www.reading.ac.uk/education/partners/The_Reading_Partnership_Mentor_Homepage.aspx

No password is needed. We suggest you bookmark the page or add it to your favourites as you will probably need to access it regularly. The webpages are also being developed into an area that offers resources to help you develop as a mentor and supports you with challenging situations. We welcome any feedback about how we can take this further.

Partnership Training
Partnership Training takes place shortly before each School Experience and is a half day session. It is a time when the RPTs meet up with their mentor and tutor for the forthcoming placement. It is the best time for all parties to spend time getting to know one another, as professionals, and strong bonds are often formed at this stage. Partnership Training is also when training and updates are delivered regarding mentoring skills and the School Experience. If you were unable to attend the training session for this placement, please ensure you watch the short Partnership Online video instead so that you access the key messages about this placement.

The Paired Placement
This is a paired placement. This should not involve extra work for you as the RPTs offer a support structure for each other and this has been formalised in some ways (see the SE Guide for RPTs) to ensure that they feel able to do this and can take ownership of their placement.

Mentoring and Mentor Certification
All school mentors can become fully certificated to their chosen level through our Mentor Certification Programme. You automatically receive Level 1 Certification for taking part as a mentor but three other levels are available. Details on how to provide evidence for the different levels are available on the Mentor Webpages (address above). We encourage mentors to pursue this.
The Department for Education published ‘National Standards for ITT Mentors’. These four standards exemplify the dynamic nature of mentoring and how the role involves supporting others and developing yourself. These Mentor Standards encompass our own, more detailed, ‘Principles of Mentoring’ and both of these are on the red Mentoring Card that will be given to you. Support is available to you for developing these skills, at the Partnership Training sessions and also through our ‘Mentor Certification’ system, where the process of reflection that accompanies your submission helps you to refine your skills.

**Extra Support**

Many RPTs will need some extra support, sometimes in a very specific area and sometimes more broadly. Support can be varied and may involve actions for the RPT, the tutor or yourself. A common aspect of extra-support is that very specific steps or success criteria are outlined for the RPT so they know what to do to be successful. Such support should be recorded on a **Standard Booster Form**. The quality of kindness needs to be deployed when utilising this form; negative feedback should be aimed at the RPTs actions and not their intentions.

RPTs themselves can ask to have a Booster form or you or the Tutor may recommend one. Where a **Grade W** or a **Fail grade** is the likely outcome for a particular Standard, then this form is mandatory and **must be used**.

Booster Forms are usually drawn up with the RPT present but if that is not possible then you or the Tutor should complete it. It must always be initiated with the full knowledge of the RPT and the Tutor. Our Tutors can advise you and the RPT on strategies that will be helpful and discuss what is best for everyone.

*Appendix 3* offers an example of a completed Standard Booster Form; please use this as a guide. If the RPT continues not to make progress you should ensure you discuss this promptly with the Tutor.

**Observations and Lesson Feedback**

Please use the Feedback Form for any lesson feedback that you give to RPTs. It is the same as that which the tutors use. You will need to make copies after completion, so that you, the RPT and the tutor have a copy.

*Appendix 2* of this Guide contains examples of Lesson Feedback as well as some guidance to assist you. **Please make sure you are familiar with these expectations**; quality lesson feedback is essential to focus RPTs on the impact they are having and to encourage reflection and development. Part of feedback is the setting of targets that are explicit and that then get reviewed; there are examples of these too.

**The Weekly Meeting**

The Weekly Review Meeting should have a defined structured and tight focus. Each RPT is entitled to some **individual** review but the planning ahead part is best done **jointly**. We suggest:

- **30 mins – RPT 1 and you.** Review of RPT’s achievements and learning that week and agreement of targets. Please complete your section of the Weekly Reflection form during this discussion.
- **30 mins – RPT 2 and you.** Review of RPT’s achievements and learning that week and agreement of targets. Please complete your section of the Weekly Reflection form during this discussion.
• 30 mins – Both RPTs and you. Using a timetable, plan when each RPT will teach, when they will be acting as TAs, formal observations and PPA. This should ensure a smooth running of each week.

Please do remember that your school is given a lump sum payment for taking your RPTs and this can be used to provide cover to allow meetings.

The Grading Process and Assessment of Progress Form
On each School Experience, RPTs are awarded a grade for each Teachers’ Standard, (not each part-standard), on a form called the Assessment of Progress (AoP). (The only exceptions to this are part-standards 3.4 and 3.5 which we explicitly track.) We use these grades:
• W – working towards Year 1 expectations
• M – meeting Year 1 expectations
• E – exceeding Year 1 expectations
• Fail – not making progress towards that Standard

The process works like this:
• Throughout the placement discuss the Standards with your RPTs. Support them in finding evidence for them and discuss potential grades and, where relevant, how each might need to develop in order to improve grades.
• During the tutor visit, seek the tutor’s advice on appropriate grades.
• In the final week, access the AoP by downloading it from the Mentor Webpages in the same way as you have done with other forms.
• In the final three days, meet with each RPT to hear them talk about their evidence. Consider this, and their performance throughout the placement, and together fill in the AoP with the grades and comments that you think are appropriate. (See box below for instructions on filling in the AoP.)
• You email the AoP form to the primarypartnership@reading.ac.uk email address ensuring that you cc the Tutor and RPT.

There should be no surprises; all parties will have had conversations about expected grades at the Interim point in the placement and Standard Booster Forms will have been put in place to support Grade Ws, so any Grade Ws (or Fails) will have been targeted and most likely improved upon.

To support you in the grading process, there are Grading Criteria statements on the AoP. They explain what is expected of a Year 1 making usual progress and should be a helpful guide. They are also available as a separate document on the webpages so you can see how the expectations change during each year of training. This year, these include statements for the Part 2 Teachers’ Standard.

PLEASE REMEMBER: WE DO NOT GRADE RPTs AGAINST THE PERFORMANCE OF AN EXPERIENCED TEACHER; WE CONSIDER THEM AGAINST WHERE THEY ARE AT IN THEIR TRAINING. Please use the statements to guide you.

Instructions for Completing the Assessment of Progress (Excel Document)

1. When you have opened the document you will see seven tabs across the bottom of the screen: Year 1; Year 2 Interim; Year 2 Final; Year 3 Interim; Year 3 Final; Grading Statements – Year 3; and Summary. Click on Year 1.
2. Fill in the RPT and school details at the top. Save the page by selecting the File tab at the top.
and selecting ‘Save As’, as you would in a Word document. Please name the file surname, first name, Year 1.

3. Click on the ‘Absences’ box at the top of the page and insert the number of absences.
4. Click in the ‘Grade’ box next each Standard, then click on the small arrow; a drop down menu will appear. Select the grade you require and repeat for all Standards.
5. Click in the ‘Comments/Targets’ boxes and type some key details. Please note there are word limits on the Comments boxes.
6. Do remember to include an overall grade in the box at the TOP of the page.
7. Save the page by selecting the File tab and clicking ‘Save’.
8. You can check that all the information is correct by clicking on the ‘Summary’ tab.

The Overall Grade
The Overall Grade is determined by whichever is the most frequently occurring grade of the eight, e.g. if the RPT has three Grade Es and five Grade Ms then they receive a Grade M overall. You can then agree the grade for Part 2.

If your RPT is ‘borderline’, i.e. they have four of each grade then you need to look at Part 2 to see what grade is proposed for that. Consider this information and also take account of the impact made on children’s learning and the evidence of pupil progress over the eight weeks (chiefly Standard 2). Thinking about these two elements - the RPT’s professionalism and the impact made on children’s progress – should allow you to make a judgement on which overall grade most accurately reflects the RPT’s calibre.

Standards Evidence
RPTs present their evidence in the final ‘Duopartite’ meeting. They are encouraged to collect as many pieces of evidence as possible and expected to talk about it and make links between what they have done; there will be some cross-referencing of sources. It should be judged against the Grading Criteria statements; the language of these indicates what you should expect in terms of breadth, depth, consistency and independence. At this stage, supported planning is still normal and it is also natural for them to still need encouragement to talk about children’s learning as they will focus on their own performance.

All RPTs need to be encouraged to broaden their evidence range; observations, weekly evaluations, lesson plans, evaluations, photos, children’s work, pupil progress, annotated policies, worksheets, notes on meetings/events etc are all good types of evidence.

Attendance
RPTs are told that attendance on School Experience is mandatory and that if they miss any days due to illness they must notify both the school and the primary partnership email address. Requests for days off for any other reason must be made to the Supervising Tutor and then negotiated with you within the framework of what is usual in terms of permitted absence for a class teacher.

It is a DfE requirement that all Initial Teacher Education programmes offer a minimum number of days in school and we are compliant with this. However, the rule that any missed days must be ‘made up’ is no longer in place; as long as we offer the correct number of days, if an RPT misses some days but can still achieve the Standards to pass the placement, then the absences do not need to be made up. You will need to make a judgement call in this kind of situation, with the help of the Supervising Tutor. If the quantity of missed days is significant, contact us to discuss options as in this situation there will likely be a need to make up the time.
ITTCOs
As a Partnership School, you have an Initial Teaching Training Co-ordinator (ITTCo) who might be the Headteacher or another member of staff. It is this person’s responsibility to support you in your mentoring experience. This could take the form of observing the RPT; discussing the RPT with you; helping to arrange things like visits across the school; being an alternative sounding board for the RPT; or any other appropriate support.

Moderation Visits
The Assistant Director and Year 1 Convenor complete moderation visits to about 10% of our cohort of RPTs; these can be for a variety of reasons e.g. new partnership school, to see a range of grades etc. If we visit your RPT you will be contacted to arrange a mutually convenient visit.
Appendices

Appendix 1   The Teachers’ Standards
Appendix 2   Lesson Feedback Examples and Guidance
Appendix 3   Standard Booster Form – Annotated Example
Appendix 1
The Teachers’ Standards
TEACHERS’ STANDARDS

PREAMBLE
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.

PART ONE: TEACHING

A teacher must:
1 Set high expectations which inspire, motivate and challenge pupils
   • establish a safe and stimulating environment for pupils, rooted in mutual respect
   • set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
   • demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils
   • be accountable for pupils’ attainment, progress and outcomes
   • be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these
   • guide pupils to reflect on the progress they have made and their emerging needs
   • demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
   • encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge
   • have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings
   • demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
   • demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject
   • if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
   • if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons
   • impart knowledge and develop understanding through effective use of lesson time
• promote a love of learning and children’s intellectual curiosity

• set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired

• reflect systematically on the effectiveness of lessons and approaches to teaching

• contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

• know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively

• have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these

• demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development

• have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

• know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements

• make use of formative and summative assessment to secure pupils’ progress

• use relevant data to monitor progress, set targets, and plan subsequent lessons

• give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 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.
8 Fulfil wider professional responsibilities

• make a positive contribution to the wider life and ethos of the school

• develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support

• deploy support staff effectively

• take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues

• communicate effectively with parents with regard to pupils’ achievements and well-being.
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.

• Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

  o treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position

  o having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions

  o showing tolerance of and respect for the rights of others

  o 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

  o 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.
Appendix 2
Lesson Feedback Guidance and Examples
Whatever the focus of the feedback, **all lesson feedback should comment on the impact made on the children’s learning.** This is why we are all here and is a key factor in deciding how successful a lesson has been. You may need to think about how you observe a lesson – can you see the children from where you sit? Do you look at the work they have done and talk to them in order to gauge impact? Comment on impact will vary according to where the RPT is at in his/her training; impact will be a vital component in comments to RPTs in Years 2 or 3 whereas feedback to Year 1s should achieve more of a balance between impact and their teaching pedagogy.

**It is good practice to agree (in advance) with the RPT the core focus for your feedback.** This should be related to one of their current targets or areas for development. Feedback that responds to need in this way means that improvement can be driven in the areas that need it and it is a constructive way of supporting the RPT. This doesn’t mean that you shouldn’t comment on anything else at all, just ensure that they get feedback on the element they have been working on.

**Be clear and positive about things done well.** Two repeated comments that RPTs make are: “My feedback just stated what I’d done; it didn’t say if it was good” and “My feedback only listed the criticisms”. A statement like “The praise in the plenary linked to the objective” can be transformed into approval by adding a positive adverb, or just a ‘well done’ on the end. RPTs thrive on positive reinforcement.

**Questions are a vital part of quality feedback.** For example, the comment “There was poor behaviour,” makes the RPT a passive recipient, whereas rephrasing this as “Why do you think there was poor behaviour on table x?” means that a dialogue is begun and the RPT is challenged to think. Feedback should be a two way process.

If your lesson feedback is **specific to the pedagogies and approaches of the subject** being taught it is more likely to be helpful to the RPT in developing them as a teacher of that subject.

**Always remember where the RPT is in his/her training.** Expectations increase as the RPT progresses through his/her programme and thus feedback that tunes in to this is the most successful. The Grading Criteria statements show appropriate expectations for each year group; also, see paragraph 1, above.

**Think carefully about the targets that you suggest.** Do they relate to something in the lesson feedback? Are they specific enough? Do they help the RPT prioritise which area to focus on next? Are they related to the Teacher’s Standards? And most importantly, are they developmental targets focused on elements that will help build the RPT’s proficiency? In particular, be careful about not giving ‘To-Do List ‘ targets; a target such as “Next week, plan a longer sequence of maths lessons” is just part of next week’s requirements, and doesn’t actually support the RPT by indicating how his/her skills need to develop.

Fill in the relevant Standards boxes as appropriate. Most lessons show elements of all the Teachers’ Standards at some point, but if there is nothing, it is ok to leave that box blank, or,
if comments on one Standard are applicable to another, just write ‘see St 2 above’ (for example).

RPTs are not graded on individual lessons but it is important that the relevant achievement statement at the end of the form is ticked/highlighted. The training process is a transparent one and all parties need to understand what progress is being made, either for reassurance or to ensure no misunderstandings occur.

Don’t write up your feedback ‘in best’! As long as feedback is readable, it can be in note form, use bullet points or include crossings out and added bits. Feedback is more resonant when delivered soon after the lesson as the discussion will be fresh, plus we are not in favour of anything that requires duplicated effort!

Example Feedback sheets are available.
Focus for observation:

<table>
<thead>
<tr>
<th>Teachers’ Standards</th>
<th>Observer Notes/Comments</th>
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<tbody>
<tr>
<td><strong>Standard 1: set high expectations which inspire, motivate and challenge pupils.</strong></td>
<td>• Expectations – good for most but think about higher attaining chn during teaching input</td>
</tr>
<tr>
<td>Are teacher-pupil and pupil-pupil interactions safe and respectful?</td>
<td>• Clear evidence you have established excellent expectations of the children – they kept working hard for you although the whole-class sections of the lesson went on for a long time</td>
</tr>
<tr>
<td>Are goals set which challenge all pupils?</td>
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<tr>
<td>Does the trainee model positive attitudes, values and behaviour?</td>
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<tr>
<td>Do the pupils demonstrate good attitudes to learning?</td>
<td></td>
</tr>
<tr>
<td>• Expectations – good for most but think about higher attaining chn during teaching input</td>
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</tr>
<tr>
<td>• Clear evidence you have established excellent expectations of the children – they kept working hard for you although the whole-class sections of the lesson went on for a long time</td>
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<tr>
<td><strong>Standard 2: promote good progress and outcomes by pupils</strong></td>
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<tr>
<td>Does teaching build on pupils’ capabilities and prior knowledge?</td>
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<tr>
<td>Is the work well pitched and suitably challenging for every pupil?</td>
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<tr>
<td>Do the majority of pupils make good progress?</td>
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<tr>
<td>Does the trainee incorporate strategies to enable children to reflect on their own progress?</td>
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<tr>
<td>Do the pupils show resilience and confidence in approaching independent tasks?</td>
<td></td>
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<tr>
<td><strong>What were the intended learning objectives?</strong></td>
<td></td>
</tr>
<tr>
<td>Using BiDMAS to solve problems (main).</td>
<td></td>
</tr>
<tr>
<td>To be able to make estimates in units of measure (starter).</td>
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<tr>
<td><strong>What learning was achieved?</strong></td>
<td></td>
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<tr>
<td>Children were able to use BiDMAS more effectively, however more progress might have been secured through better pace through the lesson and careful building on prior learning.</td>
<td></td>
</tr>
<tr>
<td>• Lesson pitched appropriately, children did make progress in their understanding of BiDMAS.</td>
<td></td>
</tr>
<tr>
<td>• How could you build on previous learning, and extending higher-attaining children eg through exploring problem-solving contexts earlier, or situations in which M appears before D or S before A (be aware of likely errors/misconceptions)</td>
<td></td>
</tr>
<tr>
<td>• Build on progress you have already made by having confidence to let children go!</td>
<td></td>
</tr>
<tr>
<td><strong>Standard 3: demonstrate good subject and curriculum knowledge</strong></td>
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<tr>
<td>Does the trainee demonstrate secure curriculum and subject knowledge and understanding?</td>
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<tr>
<td>Does the trainee demonstrate high standards of literacy and articulacy?</td>
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<tr>
<td>Is the planning detailed and logical, with a clear match between learning intention and planned activities?</td>
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<tr>
<td>• Your good subject knowledge meant you coped easily with children’s questions / modelling calculation strategies – well done!</td>
<td></td>
</tr>
<tr>
<td>• Did you notice how difficult children find estimating measures? How could you support them in improving their estimates?</td>
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<tr>
<td>• As you develop your ownership of planning this will help you to develop your subject knowledge further.</td>
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</tr>
<tr>
<td><strong>Standard 4: plan and teach well-structured lessons</strong></td>
<td></td>
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<tr>
<td>Is lesson time used well?</td>
<td></td>
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<tr>
<td>Is there modelling / scaffolding to support pupil progress?</td>
<td></td>
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<tr>
<td>Is a broad range of quality resources used?</td>
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<tr>
<td>Are the pupils inspired by the tasks and motivated and engaged throughout the lesson?</td>
<td></td>
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<tr>
<td>If appropriate, are links made with homework, out-of-class</td>
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<tr>
<td>• Carefully targeted questioning at individual pupils, well done.</td>
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<tr>
<td>• Early questioning strong in setting expectations that children should be able to explain their thinking – could you build on this, perhaps through shared talk?</td>
<td></td>
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<tr>
<td>• Lesson structure: the whole-class teaching section went on for 30 mins. Too long? You therefore lost pace – however you identified this for yourself and know what you would change next time.</td>
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</tr>
</tbody>
</table>
| **Standard 5: adapt teaching to respond to the strengths and needs of pupils?** | • At this stage you were working from the teacher’s planning.  
• You employed effective differentiation strategies within the independent section of the lesson (activities to stretch and support groups) – how could you develop your strategies within whole-class teaching.  
• Could you identify strategies for giving children benchmarks to support their estimates of measures? |
| --- | --- |
| Are differentiation strategies employed effectively throughout the lesson?  
Does the planning take into account any factors affecting the pupils’ learning?  
Does the trainee use a range of age / ability appropriate and engaging teaching strategies?  
Does the trainee make provision to meet the particular needs of children including those with SEN, disabilities or learning through EAL? |  |
| **Standard 6: make accurate and productive use of assessment.** | • You praised children and encouraged them to reflect on their progress, making time for self-assessment.  
• You linked to previous learning, but could strengthen this aspect by really taking learning into account when planning the content and pace of your lesson. |
| Does the learning build on assessment of pupils’ prior knowledge and understanding?  
Does the trainee use targeted questioning and observation throughout the lesson to review progress and to introduce intervention when necessary?  
Does the trainee give constructive feedback to pupils, encouraging them to respond?  
Are pupils aware of their strengths and areas for development (knowing targets where appropriate)? |  |
| **Standard 7: manage behaviour effectively to ensure a good and safe learning environment** | • High expectations set and sustained throughout. You have already established a strong teacher presence and the respect of the pupils, well done.  
• Do develop variation in the pitch/volume of your voice, and take care not to put strain on your voice by your pitch being too high – this might form a focus for observations as you move into Year 2. |
| Is the trainee modelling and expecting high expectations for behaviour and learning? Are these expectations established clearly and maintained throughout the lesson?  
Are praise, reward and sanctions used consistently, fairly and in line with the school’s behaviour policy?  
Is the atmosphere reflective of an inclusive classroom?  
Are children involved and motivated?  
Does the trainee handle any disruption effectively? |  |
| **Standard 8: fulfil wider professional responsibilities** | • Your body language was v. supportive when dealing with an upset pupil at the start of the lesson.  
• No TA present.  
• Could you involve parents in developing children’s understanding of measures? |
| Does the trainee interact professionally with other adults, including through their planning?  
Does the trainee make effective use of additional adults to enhance learning? |  |
Part 2
What evidence was there of the trainee’s personal and professional conduct?

- Respectful relationships established; support for individual pupils; professional appearance.

Notes from post-lesson discussion: (eg. context of the lesson, RPT’s self-evaluative reflection, how typical the lesson was, etc)

We agreed this lesson was not typical of Xx’s teaching – nerves got the better of Xx and consequently she kept the class together for much too long, leading to loss in impact on pupil progress. However Xx identified this independently and I have every confidence will learn from this experience.

Areas of strength and/or significant improvement:
Please reference specific Standards

- Behaviour management, body language, teacher presence (TS7)
- Subject knowledge (TS3.1/3.5)

Targets for development:
Please reference specific Standards

- Develop pace by building on assessment of prior learning (TS2/6) – make sure you are clear in your planning what children already have experienced/know/understand/can do
- Work on extending all pupils and making effective use of lesson time (TS1/4) – think about how to differentiate during whole-class time, and how your lesson will break down into time spent working independently/together/modelling etc

At this stage of the training this lesson indicates the trainee is:

- Making appropriate progress
- Making limited progress
- Displaying significant weaknesses in the following TS:

Signed: Trainee: Mentor: University tutor:

Electronic copy of agreed joint record to be sent to School Direct office (schooldirect@reading.ac.uk) and your personal tutor

Signed copy to be kept in PLP
Focus for the Observation: Behaviour Management of groups during independent work.

<table>
<thead>
<tr>
<th>Teachers’ Standards</th>
<th>Observer Notes/Comments</th>
</tr>
</thead>
</table>
| **Standard 1:** set high expectations which inspire, motivate and challenge pupils.  
Are teacher-pupil and pupil-pupil interactions safe and respectful?  
Are goals set which challenge all pupils?  
Does the trainee model positive attitudes, values and behaviour?  
Do the pupils demonstrate good attitudes to learning? | The lesson started with a clear and evident purpose and you made the chln aware of the expected outcome. The chln were enthused by the Greek God content, but perhaps needed more motivating to want to get better at report writing. Good to see you checking if the chln had any questions before the task and also clearly demonstrating the layout and task expectations. |
| **What were the intended Learning Objectives?**  
To write a non-chronological report. | |
| **What learning was achieved?**  
By the end of the lesson all chln had certainly written a good quantity and many finished. Some chln had achieved the features that you asked of them, but several had written in the present tense, and generally, there was a lack of sentences with conjunctions (many had fallen into the trap of mostly copying their plans). Some of the points made below should help you consider why this happened or how you could have moved the chln on. | The lesson built on prior learning but within the lesson, not enough chln’s mistakes were noticed and built on. You were good at doing this with some individuals  
- How easy was it for the chln (or you, or I) to assess if learning had happened? The LO was to do the task, which they all did, but that is not the same as learning to do a specific thing correctly. The SC needed to be used in a way that allowed specific evaluation and some of yours lacked detail or were different from what you had modelled. On SC that are stuck into books, have the features you were looking for individually listed e.g. past tense, sub-headings, so that the chln actually had specific reminders and things they could check their success against.  
- Would they have been more able to develop a range of extended sentence types if they’d been modelled more?  
- How would stopping for a min-plenary after noticing the same errors in several books have helped (rather than telling individual chln)?  
- Many chln put their book away without assessing themselves against the SC and so they knew they had ‘finished’ but it didn’t reinforce the expectation that the quality matters or that improving at a specific element is more important than finishing. Did they need to put their book away to get a reading book? Could they have been told to get a reading book if they had finished but to keep their writing book on the table so that you could lead a whole class review and plenary towards the end? |
| **Standard 3:** demonstrate good subject and curriculum knowledge  
Does the trainee demonstrate secure curriculum and subject knowledge | Good questioning - it added layers of expectation and probed knowledge, with you asking for better adverbials/sentence starters and praising interesting words. You drew attention to the need for past tense too, which was a necessary element. |
<table>
<thead>
<tr>
<th>Knowledge and understanding?</th>
<th>Does the trainee demonstrate high standards of literacy and articulacy? Is the planning detailed and logical, with a clear match between learning intention and planned activities?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 4: plan and teach well-structured lessons</td>
<td>The shared writing of the non-chronological report involved the chln as active contributors to the outcome with lots of ideas being shared and used. Do you use ‘no hands up’ ever when collecting feedback from the chln? This seemed like a good opportunity to do so, as ‘no hands-up’ really reinforces high expectations. I didn’t really see any modelling of extending sentences through conjunctions, although you had planned for this and the chln were expected to replicate it. See St 2 box above for comments that relate to how efficiently lesson time was used.</td>
</tr>
<tr>
<td>Standard 5: adapt teaching to respond to the strengths and needs of pupils?</td>
<td>The EBD child who refused to work in the TA’s group: you managed her refusal appropriately by recognising her needs and weighing up the consequences of how you should respond; don’t forget that giving a child a reason for any decision you make can be beneficial. What were the thoughts in your head when you were dealing with this? The talk partners mentioned above would have supported this mixed-ability class group during the input. The LA group and some individual chln were identified on the plan as needing differentiated support - this was well thought.</td>
</tr>
<tr>
<td>Standard 6: make accurate and productive use of assessment.</td>
<td>You made reference in your input to common errors that you had spotted in the chln’s previous work and re-taught these: well done. This emphasis needed to be continued into the independent task too though. In general, this lesson needed to have more learning reminders/checks/praises during the independent task – see St 2 box above for detailed comments.</td>
</tr>
<tr>
<td>Standard 7: manage behaviour effectively to ensure a good and safe learning environment</td>
<td>Low level inattention was dealt with by stopping and reminding the class to pay attention and individual chln were warned/asked to stop. This was effective but it happened after several minutes. Don’t be afraid to do this earlier or try positive reinforcement comments to other chln. Just before the transition to tables, you showed authority by clearly refusing the chln’s request, twice making the refusal clear and linking it to the fact they ‘hadn’t shown they could do it in a trustworthy way’. Good to see a noise and behaviour check after a couple of minutes of the chln ‘settling’, which ensured all became focused. You managed the chln’s behaviour well as they worked at their tables; your circulating ensured chln remained on task. A couple of off-task chln were skilfully sorted out, as well as an incident with a rubber.</td>
</tr>
</tbody>
</table>
### Standard 8: fulfil wider professional responsibilities

- Does the trainee interact professionally with other adults, including through their planning?
- Does the trainee make effective use of additional adults to enhance learning?

Your plan and discussion with Mrs S showed that you had ensured she knew what her role should be and what the goals for her group were. She tells me that she usually works with that group in English. Can you think of any benefits to swapping her around or working with her group yourself? What might need to be put in place to facilitate that?

### Part 2

- **What evidence was there of the trainee’s personal and professional conduct?**

  This is clearly something that you work hard at and your relationships with the chln (and the equality demonstrated in your expectations of them) are helping build a cohesive classroom.

### Notes from any post-lesson discussion: (e.g. relevant context of the lesson, RPT’s self-evaluative reflection, how typical the lesson was etc)

Your reflections show good consideration of your management strategies and that you can evaluate different options and judge a situation well. You also show that you can identify individual’s needs and assess writing but it is evident that you are evaluating overall success in relation to quantity, and you need to identify strategies to help respond to quality of learning during the lesson.

Your mentor points out that at this stage of the term the chln are very tired and thus most are not managing their own learning as pro-actively as usual, however your file indicates that you have had similar feedback before regarding using responsive assessment in lessons and thus this lesson is fairly typical.

### Areas of strength and/or significant improvement (Please reference specific Standards)

- **St 7** – There has been clear improvement in this Standard. Particularly good evidence of authority and management of incidents.
- **St 1** – Good conveying of expectations.

### Targets for development (Please reference specific Standards)

- **St 2** – Ensure SC are matched to your input.
- **St 2** – Ensure SC are specific enough to allow self and teacher evaluation.
- **St 6** – Include a mini-plenary in all lessons as standard. Try setting a timer for 12 minutes.

These are consistent issues in your teaching and an extra support form will be completed to detail the strategies, expectations and support that will help you to achieve these Standards.

### At this stage of the training this lesson represents:

- □ largely appropriate/good achievement
- □ somewhat inconsistent achievement
- □ evidence of significant weaknesses in the following Standards: St 6, St 2

### RPT to store a copy of this in the School Experience File during placement and to transfer to the PDP on completion of the placement.

If mentor feedback, mentor to retain a copy.
If tutor feedback, tutor to retain a copy
Focus for observation:
TS 4 modelling activity and scaffolding learning

<table>
<thead>
<tr>
<th>Teachers’ Standards</th>
<th>Notes / comments by observer</th>
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<tr>
<td><strong>Standard 1:</strong> set high expectations which inspire, motivate and challenge pupils.</td>
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<tr>
<td>Are teacher-pupil and pupil-pupil interactions safe and respectful?</td>
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<td>Are goals set which challenge all pupils?</td>
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<tr>
<td>Does the RPT model positive attitudes, values and behaviour?</td>
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<tr>
<td>Do the pupils demonstrate good attitudes to learning?</td>
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<tr>
<td>Pupils engaged throughout, you modelled positive attitudes, values and behaviour.</td>
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</table>

| **Standard 2:** promote good progress and outcomes by pupils |
| Does teaching build on pupils’ capabilities and prior knowledge? |
| Is the work well pitched and suitably challenging for every pupil? |
| Do the majority of pupils make good progress? |
| Does the RPT incorporate strategies to enable children to reflect on their own progress? |
| Do the pupils show resilience and confidence in approaching independent tasks? |
| **What were the intended learning objectives?** |
| Compare and order angles up to two right angles by size |

| **What learning was achieved?** |
| Most children moved on with their learning. The needs of some HA and LA children - particularly the chn with EAL – needed activities that supported and developed their learning needs. |
| Your planning clearly took account of the previous learning (identify acute and obtuse angles) and you demonstrated good awareness of the children’s abilities through the targeted questions during the input. |
| LOs were on the lesson plan and you did refer to them at the start of the session, these needed to be shared more explicitly with the children. |
| The lack of differentiation within the independent activities meant that the LA groups needed a great deal of support to achieve the LOs, and some of the HA children were not challenged appropriately – some children finished the task, were not clear what they should do and became fidgety. |

<p>| <strong>Standard 3:</strong> demonstrate good subject and curriculum knowledge |
| Does the RPT demonstrate secure curriculum and subject knowledge and understanding? |
| Does the RPT demonstrate high standards of literacy and articulacy? |
| Good SK throughout. Activities supported the LO but see comments (above) about the need to share the LO more explicitly with chn. |
| You must ensure that your TA is fully conversant and familiar with the vocabulary and concepts. |</p>
<table>
<thead>
<tr>
<th>Standard 4: plan and teach well-structured lessons</th>
<th>Good pace maintained during input, good use of questioning to move chn forward with their learning. You modelled the activity well for HA groups – some of the LA chn needed this reinforcing – could you have kept them on the carpet to address this? Chn enjoyed the activity and were generally engaged – as above, greater challenge needed for some HA chn.</th>
</tr>
</thead>
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<tr>
<td>Is lesson time used well? Is there modelling / scaffolding to support pupil progress? Is a broad range of quality resources used? Are the pupils inspired by the tasks and motivated and engaged throughout the lesson? If appropriate, are links made with homework, out-of-class activities or other areas of the curriculum?</td>
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<tr>
<th>Standard 5: adapt teaching to respond to the strengths and needs of pupils?</th>
<th>Although your planning targeted the ‘next steps’ from previous lesson, the planned activity did not particularly take account of the range of understanding you had identified. You must ensure that the activities you plan take account of the range of abilities and level of achievement in the class so that each child is able to move on in their learning. The three children with EAL enjoyed the practical nature of the lesson but were relying on the other children to complete the activity and needed support in order to understand the learning. You must consider how to use your TA to the best advantage to support all the children.</th>
</tr>
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<tbody>
<tr>
<td>Are differentiation strategies employed effectively throughout the lesson? Does the planning take into account any factors affecting the pupils’ learning? Does the RPT use a range of age / ability appropriate and engaging teaching strategies? Does the RPT make provision to meet the particular needs of children including those with SEN, disabilities or learning through EAL?</td>
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<table>
<thead>
<tr>
<th>Standard 6: make accurate and productive use of assessment.</th>
<th>You identified ‘next steps’ from the previous lesson and the learning did effectively target the MA children. Generally good use of questioning but missed opportunities to extend the understanding of the HA children. TA was working with the LA children – was this the best way to use her? Could she have provided more explicit support for chn with EAL? Some pre learning of key vocab?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the learning build on assessment of pupils’ prior knowledge and understanding? Does the RPT use targeted questioning and observation throughout the lesson to review progress and to introduce intervention when necessary? Does the RPT give constructive feedback to pupils, encouraging them to respond? Are pupils aware of their strengths and areas for development (knowing targets where appropriate)?</td>
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<table>
<thead>
<tr>
<th>Standard 7: manage behaviour effectively to ensure a good</th>
<th>You are clearly familiar with the schools policy for behaviour management, you use it well</th>
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</table>

| Is the planning detailed and logical, with a clear match between learning intention and planned activities? | |
and safe learning environment

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
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<tbody>
<tr>
<td>Is the RPT modelling and expecting high expectations for behaviour and learning? Are these expectations established clearly and maintained throughout the lesson?</td>
<td>and children respond well. As the lesson progressed some children struggled with the concepts and some found it too easy – this resulted in low level then more overt disruption.</td>
</tr>
<tr>
<td>Are praise, reward and sanctions used consistently, fairly and in line with the school’s behaviour policy?</td>
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<tr>
<td>Is the atmosphere reflective of an inclusive classroom?</td>
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<tr>
<td>Are children involved and motivated?</td>
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<tr>
<td>Does the RPT handle any disruption effectively?</td>
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Standard 8: fulfilling wider professional responsibilities

<table>
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<th>Question</th>
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</tr>
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<tbody>
<tr>
<td>Does the RPT interact professionally with other adults, including through their planning?</td>
<td>You clearly have a good relationship with your TA however more explicit direction is needed with regard to the LOs of the lesson, which chn you would like her to work with and how she assesses and reports back those assessments.</td>
</tr>
<tr>
<td>Does the RPT make effective use of additional adults to enhance learning?</td>
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</table>

Part 2

What evidence was there of the RPT’s personal and professional conduct?

Notes from discussion between RPT, mentor and tutor: (eg. context of the lesson, RPT’s self-evaluative reflection, how typical the lesson was, etc)

Lots of positives in this lesson including your use of behaviour management techniques and motivational techniques. You have clearly developed a professional, nurturing and respectful relationship with the children. Some significant concerns were evident, which you were aware of and able to reflect on. You were able to identify the deficits in planning, particularly with regard to building on prior learning, and you were aware of what you need to do to address this aspect of practice. You shared that the workload at this point in the programme had taken you by surprise, but you are now aware of the requirements and are absolutely determined to raise your game to meet those. WELL DONE! Your suggestion that an Extra Support Form be drawn up is very sensible. This will make clear the strategies to support you to meet the requirements at this stage in the programme.

Areas of strength and/or significant improvement:

Please reference specific TS

1.3, 7, 8, part 2. Your professionalism is exemplary. You have developed close, nurturing relationships with the children.

Targets for development:

Please reference specific TS

TS 6 – tighter assessment processes will enable you to meet the requirements for 2 and 5
An ESF has been issued to support you with this aspect of practice
8.3 – you must ensure your TA is familiar with the SK vocabulary and the LOs.
At this stage of the training this lesson indicates the RPT is:

- □ Making appropriate progress
- / Making limited progress
- □ Displaying significant weaknesses in the following TS:

<table>
<thead>
<tr>
<th>Signed:</th>
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</thead>
<tbody>
<tr>
<td>RPT:</td>
<td></td>
</tr>
<tr>
<td>Mentor:</td>
<td></td>
</tr>
<tr>
<td>University tutor:</td>
<td></td>
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</tbody>
</table>
### Focus for observation:

<table>
<thead>
<tr>
<th>Teachers’ Standards</th>
<th>Notes / comments by observer</th>
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</table>
| **Standard 1:** set high expectations which inspire, motivate and challenge pupils.  
Are teacher-pupil and pupil-pupil interactions safe and respectful?  
Are goals set which challenge all pupils?  
Does the RPT model positive attitudes, values and behaviour?  
Do the pupils demonstrate good attitudes to learning? | You started the lesson with a question. This intrigued the children and they wanted to take part in the learning. You had a lovely manner with the children. They were keen to join in and displayed good attitudes to learning. When you asked them to place their own choice of sock on the line, they were all enthusiastic to have a go. Other children nearby also wanted to join in. Most children in the group maintained their interest. |
| **Standard 2:** promote good progress and outcomes by pupils  
Does teaching build on pupils’ capabilities and prior knowledge?  
Is the work well pitched and suitably challenging for every pupil?  
Do the majority of pupils make good progress?  
Does the RPT incorporate strategies to enable children to reflect on their own progress?  
Do the pupils show resilience and confidence in approaching independent tasks? | What were the intended learning objectives?  
Ordering (socks) by size  
What learning was achieved?  
All children were able to correctly place a sock in size order on a washing line. Some children were confident with ‘longest’ and ‘shortest’  
You had a clear breakdown of the learning so that new knowledge could be built on. You had a clear set of success criteria. The learning was correctly pitched and you were able to challenge some children. |
| **Standard 3:** demonstrate good subject and curriculum knowledge  
Does the RPT demonstrate secure curriculum and subject knowledge and understanding?  
Does the RPT demonstrate high standards of literacy and articulacy?  
Is the planning detailed and logical, with a clear match between learning intention and planned activities? | The counting up and back at the start of the lesson built on previous learning. You used age appropriate terminology-longer than, shorter than. When a child found a sock the same size as yours, you introduced same as. Although not all children readily understood this, it will be something they will use at another time. You introduced longest and shortest but this was tricky for many. However, it did provide some challenge. You provided some personalised support. |
| **Standard 4:** plan and teach well-structured lessons  
Is lesson time used well?  
Is there modelling / scaffolding to support pupil progress?  
Is a broad range of quality resources used?  
Are the pupils inspired by the tasks and motivated and engaged throughout the lesson?  
If appropriate, are links made with homework, out-of-class activities or other areas of the curriculum? | Your planning was detailed and showed an understanding of progression. There was a good use of targeted questions and you adapted your questioning in order to respond to the children’s needs and ideas. You modelled, they modelled and then were able to attempt the task independently.  
You were well prepared and resources were all ready.  
You could consider how to engage all the other children when you are supporting one child e.g using partner talk. |
### Standard 5: adapt teaching to respond to the strengths and needs of pupils?
- Are differentiation strategies employed effectively throughout the lesson?
- Does the planning take into account any factors affecting the pupils’ learning?
- Does the RPT use a range of age / ability appropriate and engaging teaching strategies?
- Does the RPT make provision to meet the particular needs of children including those with SEN, disabilities or learning through EAL?

You were aware of the children’s capabilities and had planned particular support for identified children.

### Standard 6: make accurate and productive use of assessment.
- Does the learning build on assessment of pupils’ prior knowledge and understanding?
- Does the RPT use targeted questioning and observation throughout the lesson to review progress and to introduce intervention when necessary?
- Does the RPT give constructive feedback to pupils, encouraging them to respond?
- Are pupils aware of their strengths and areas for development (knowing targets where appropriate)?

You used strategies to check understanding e.g. “is he/she right?”
- You asked a good range of questions and can now develop this further so you know how much progress has been made.
- Children made their own assessment to judge whether the socks were in the right place. You let them discuss and did not jump in too soon.
- Verbal feedback was given to individual children.

### Standard 7: manage behaviour effectively to ensure a good and safe learning environment
- Is the RPT modelling and expecting high expectations for behaviour and learning? Are these expectations established clearly and maintained throughout the lesson?
- Are praise, reward and sanctions used consistently, fairly and in line with the school’s behaviour policy?
- Is the atmosphere reflective of an inclusive classroom?
- Are children involved and motivated?
- Does the RPT handle any disruption effectively?

I liked the use of the “secret signal” to tell you they were ready to answer. You placed yourself so all children could see what you were doing and moved children as necessary.
- The environment was safe and stimulating. You reminded them not to go under the washing line.
- The countdown was used effectively to restore a child to the task.
- The need to be sitting down and listening to each other and you was reinforced.
- Don’t forget to use the school behaviour rewards system (traffic lights).

### Standard 8: fulfil wider professional responsibilities
- Does the RPT interact professionally with other adults, including through their planning?
- Does the RPT make effective use of additional adults to enhance learning?

Good deployment of your TA

### Part 2
- What evidence was there of the RPT’s personal and professional conduct?

Your professionalism is exemplary, you are clearly mindful of safeguarding etc
Notes from discussion between RPT, mentor and tutor: (eg. context of the lesson, RPT’s self-evaluative reflection, how typical the lesson was, etc)

The lesson today was typical of what Laura has seen Xx doing. Xx has showed evidence of modelling, giving good explanations and effective behaviour management.

<table>
<thead>
<tr>
<th>Areas of strength and/or significant improvement:</th>
<th>Targets for development:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please reference specific TS</td>
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</tr>
<tr>
<td>8. 4.4. Reflection on practice and response to advice</td>
<td>7. Revise the behaviour management policy and develop your use of the behaviour management strategies that the school have adopted – talk to your mentor about doing some observations of experienced teachers</td>
</tr>
<tr>
<td>1. Approachable and calm manner</td>
<td>2.1, 2.2 Make explicit use of prior learning in your planning of ‘next steps’ – this should be evident on your lesson plan</td>
</tr>
<tr>
<td>5. Age appropriate pitch of learning</td>
<td>6 Consider the questions you will ask the children to move learning on</td>
</tr>
</tbody>
</table>

At this stage of the training this lesson indicates the RPT is:
✓ Making appropriate progress
☐ Making limited progress
☐ Displaying significant weaknesses in the following TS:

Signed:

RPT:

Mentor:

University tutor:
Focus for the Observation: Supporting the lower attainers

<table>
<thead>
<tr>
<th>Teachers’ Standards</th>
<th>Observer Notes/Comments</th>
</tr>
</thead>
</table>
| **Standard 1:** set high expectations which inspire, motivate and challenge pupils.  
Are teacher-pupil and pupil-pupil interactions safe and respectful?  
Are goals set which challenge all pupils?  
Does the trainee model positive attitudes, values and behaviour?  
Do the pupils demonstrate good attitudes to learning? | A focus on learning was established immediately by you asking the chln to write the SC in their books and to start recalling Monday and Tuesday’s learning. Good to see chln being allowed to choose which side of the argument they wrote about – ownership is motivating. |
| **Standard 2:** promote good progress and outcomes by pupils  
Does teaching build on pupils’ capabilities and prior knowledge?  
Is the work well pitched and suitably challenging for every pupil?  
Do the majority of pupils make good progress?  
Does the trainee incorporate strategies to enable children to reflect on their own progress?  
Do the pupils show resilience and confidence in approaching independent tasks? | **What were the intended Learning Objectives?**  
To write an argument using persuasive language.  
**What learning was achieved?**  
All chln, inc the LA, were good at writing persuasive point in paragraphs. Many chln included the language features required by the SC, although rhetorical questions seemed to be the least embedded concept. There was sense of many chln reading the formal language with pride at their ‘grown-upness’. Some of the LA did not grasp the way an introduction worked though – see below in St 5 for more on this.  
The starter reminded them of previously learned subject matter and technical language around grammatical terms. This was an excellent activity as it prepared them with the content and tools for today’s task. Good to see your input focusing on the introduction, in recognition that this was the element they had struggled with previously. |
| **Standard 3:** demonstrate good subject and curriculum knowledge  
Does the trainee demonstrate secure curriculum and subject knowledge and understanding?  
Does the trainee demonstrate high standards of literacy and articulacy?  
Is the planning detailed and logical, with a clear match between learning intention and planned activities? | The modelling of how to structure and write an argument was very well done, through improving previously written sentences. |
| **Standard 4:** plan and teach well-structured lessons  
Is lesson time used well?  
Is there modelling / scaffolding to support pupil progress?  
Is a broad range of quality resources used?  
Are the pupils inspired by the tasks and motivated and engaged throughout the lesson?  
If appropriate, are links made with homework, out-of-class activities or other areas of the curriculum? | A key strength to your teaching is that when the chln make suggestions, you discuss and unpick why they are good suggestions. You extended many in this way, e.g.when you asked BF why his first opener was better than his second. Excellent questioning skills, and use of humour. |
| **Standard 5:** adapt teaching to respond to the strengths and needs of pupils  
Are differentiation strategies employed effectively throughout | SC and support around the classroom (mats, working wall etc) were referred to in a helpful way. More scaffolding was needed for some of the LA learners, particularly to help with the introduction. You had planned to support them but can you think of what scaffolds you can offer when you go, as you must, to monitor other groups? It may also |
the lesson? Does the planning take into account any factors affecting the pupils’ learning? Does the trainee use a range of age / ability appropriate and engaging teaching strategies? Does the trainee make provision to meet the particular needs of children including those with SEN, disabilities or learning through EAL?

- have helped if the input had had even more visual cues to make the expected structure explicit, e.g. red boxes for each section. Self-selection of graduated SC gave the HA a chance to embed the same language features that were the lesson focus at a more independent level.

<table>
<thead>
<tr>
<th>Standard 6: make accurate and productive use of assessment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the learning build on assessment of pupils’ prior knowledge and understanding? Does the trainee use targeted questioning and observation throughout the lesson to review progress and to introduce intervention when necessary? Does the trainee give constructive feedback to pupils, encouraging them to respond? Are pupils aware of their strengths and areas for development (knowing targets where appropriate)?</td>
</tr>
</tbody>
</table>

- The mini-plenary was effective in re-focusing the chln and gave the MA child who lacked confidence the chance to shine. Learning reminders were given at useful points and learning was really well reflected on by the chln and recorded in their books. One of the HA chln wanted to share his learning log with me and explained how you had got him interested in finding new words since you had been at the school.

<table>
<thead>
<tr>
<th>Standard 7: manage behaviour effectively to ensure a good and safe learning environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the trainee modelling and expecting high expectations for behaviour and learning? Are these expectations established clearly and maintained throughout the lesson? Are praise, reward and sanctions used consistently, fairly and in line with the school’s behaviour policy? Is the atmosphere reflective of an inclusive classroom? Are children involved and motivated? Does the trainee handle any disruption effectively?</td>
</tr>
</tbody>
</table>

- This was all of a high standard – see comments in Part 2 below.

<table>
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<th>Standard 8: fulfil wider professional responsibilities</th>
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<td>Does the trainee interact professionally with other adults, including through their planning? Does the trainee make effective use of additional adults to enhance learning?</td>
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- It was pleasing to see that you had planned for both the TA in the classroom and the one outside working with two SEND chln. What was your rational for putting your TA with the HA group today? It is great that you have responded to research about TA use and used her flexibly, but how will you know what support she gave/if it was at the right level?

<table>
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<th>Part 2</th>
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<td>What evidence was there of the trainee’s personal and professional conduct?</td>
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</table>

- You have a super relationship with this class that is conducive to learning as the chln trust you to respond to their ideas constructively and sensibly. It is pleasing to see diversity and tolerance being taught within the subject of English through your choice to make the cultural practices of another country the subject of the writing/discussion. You have drawn really well on your own experiences of that country in a professional way to create curriculum resources.

**Notes from any post-lesson discussion: (eg. relevant context of the lesson, RPT’s self-evaluative reflection, how typical the lesson was etc)**

You have analysed the learning very effectively and realistically and have identified the gaps that will affect tomorrow’s lesson. I am really impressed with what you have shown me regarding your TA use; the pack you have prepared for her is an effective training tool that will help her reflect on what she is
doing. I would not be surprised if the school ask to adopt it.

Your mentor confirms this was typical of one of your lessons.

<table>
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<tr>
<th>Areas of strength and/or significant improvement (Please reference specific Standards)</th>
<th>Targets for development (Please reference specific Standards)</th>
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</thead>
<tbody>
<tr>
<td>St 7 – all strong</td>
<td>• St 5 – Consider what scaffold you can offer the LA in writing lessons, beyond your support. (Writing frames maybe?)</td>
</tr>
<tr>
<td>St 8 – exceptionally pro-active TA use</td>
<td></td>
</tr>
<tr>
<td>St 4 – good questioning and use of lesson time to reflect</td>
<td></td>
</tr>
</tbody>
</table>

At this stage of the training this lesson represents:

- [ ] largely appropriate/good achievement
- [ ] somewhat inconsistent achievement
- [ ] evidence of significant weaknesses in the following Standards:

RPT to store a copy of this in the School Experience File during placement and to transfer to the PDP on completion of the placement.
If mentor feedback, mentor to retain a copy.
If tutor feedback, tutor to retain a copy.
Appendix 3
Completed Standard Booster Form
Please use this form to record an action plan to support the RPT in boosting performance in specific areas. The Supervising Tutor, Mentor, ITT Co-ordinator or RPT may initiate this form, however, it must always be discussed with the RPT.

**What are the key areas of practice that need boosting?** (Please put the related Teachers’ Standard in brackets at the end of each sentence, e.g. 5.2)

Chln are not making sufficient progress, particularly in Maths lessons as JS does not model all learning/tasks (4.1). She is able to reflect on this lack post-lesson but says she doesn’t remember ‘in the moment’. Questioning as an AfL technique is also not being responded to sufficiently to ensure all work is well matched (2.1).

<table>
<thead>
<tr>
<th>SPECIFIC TARGET</th>
<th>SPECIFIC SUCCESS CRITERIA FOR RPT TO FOLLOW</th>
<th>SUPPORT ACTIONS FROM OTHERS (e.g. mentor, ITTCo, HT, subject leader)</th>
<th>Key Review Points</th>
</tr>
</thead>
</table>
| To model stages of a task effectively to pupils.| 1. When planning, decide what skills the pupils need and consider what order these are best introduced in.  
2. Plan what you will do, including bullet points in your planning for the stages you will model.  
3. Ensure this includes an example.  
4. Include intended vocabulary.  
5. Prepare IWB slides to support each stage of your modelling.  
6. Send IWB slides to mentor by lunchtime the day before teaching them, for review. | 1. Mentor to support RPT’s planning of first two maths lessons of next week’s unit by doing the process listed with the RPT. RPT to then plan end of week with normal level of support.  
2. Mentor to arrange for RPT to observe Year 5 teacher (CM) and focus on her modelling. | Friday 14th Nov (at Weekly Meeting) |
| To use questioning as an AfL technique within lessons. | 1. Indicate specific questions on planning/slides to review understanding before setting chln off on independent tasks.  
2. Also note what you will do with those chln | 1. RPT to observe Year 2 teacher alongside HT, with HT pointing out effective questioning /less effective moments (assisted observation). | Weds 12th Nov (during PPA) |
who are not ready after questioning.
3. Plan for a mini-plenary during the main phase of the lesson.
4. Set a timer to help you to remember to do this.

| Other context – please note here any areas of success or any issues that may affect the overall picture: |
| English lessons are more successful - JS needs to transfer successful skills here to other subjects. She is also able to evaluate pupil progress fairly after lessons. However, the detail that is needed at the planning stage to meet the targets above should be recognised and JS is to review her paid work commitments during the week to ensure that these do not have a negative impact on time available to be spent in school. |

The wellbeing and health of any RPT is of paramount importance. School Experience can be a time of additional stress and it is appropriate to seek support in managing this. Our Student Wellbeing department is located in Room 106 (first floor) of the Carrington Building on the Whiteknights campus. They can support students with managing workload, feelings of stress or anxiety and a range of other things. Students are urged to pay attention to their welfare and contact the wellbeing service if necessary. Their webpage is at [http://www.reading.ac.uk/internal/counselling/cou-home.aspx](http://www.reading.ac.uk/internal/counselling/cou-home.aspx)

Please shade the appropriate boxes below:

| Agreed by Reading Partnership Teacher | Agreed by Mentor (name): |
| Agreed by school ITT Coordinator | Agreed by Supervising Tutor (name): |

| Date form set up: |

| Result of review (please shade): | Targets met | Please note: lack of improvement towards targets by the review date will mean your tutor will be informed and your grades may be affected. |
| Targets not fully met - new Booster Form required |

Once completed, the RPT, the mentor and the tutor must each keep a copy of this form and use it to evaluate progress. Please also ensure that a copy is sent to the Partnership Office - primarypartnership@reading.ac.uk and to c.broadhurst@reading.ac.uk