## EHU Logo Stack

##### Secondary Education

##### End of Professional Practice Report Form

### *Please refer to the Edge Hill University Grading Criteria*

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| Trainee Name |  |

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| Phase Please tick the relevant box | | | | | |
| Professional Practice 1a |  | Professional Practice 1b |  | Professional Practice 2 |  |

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| Programme (Please tick the relevant box) | | | | | | | | | | |
| PGCE Secondary (Full Time and Flexible) | Biology | Computer Science | Design & Technology | English | Geography | History | Mathematics | Modern Languages | Physical Education | Religious Education |
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| **Programme** (Please tick the relevant box) | | | | | | | | | | | | | | |
| PGCE Secondary (School Direct) | **Biology** | **Business Education** | **Chemistry** | **Computer Science** | **Design & Technology** | **English** | **Drama** | **Geography** | **History** | **Mathematics** | **Modern Languages** | **Music** | **Physical Education** | **Psychology** |
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| Programme (Please tick the relevant box) | | | | | | |
| Secondary Undergraduate Full Time | Design & Technology | English | Mathematics | Modern Foreign Languages | Religious Education | Science |
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| Practice Setting/School |  | | | |
| Secondary (Age Range)*(Please tick relevant box)* | KS3 | **KS4** | **KS5** | **P16** |
|  |  |  |  |
| Name of Curriculum Mentor |  | | | |
| Name of Edge Hill UniversityVisiting Tutor |  | | | |
| Name of Personal Tutor |  | | | |
| Name of Course Leader |  | | | |
| Name of Professional Mentor |  | | | |

**Notes for Guidance**

These notes should be read in conjunction with the Professional Practice Handbook

**Grading**

All graded judgements will be made using the following scale:

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| Professional Practice | GradesAvailable | Notes |
| Professional Practice 1a (PP1a) | **Pass or Fail** | Each standard should be considered and the **overall** grade for the Professional Practice can only be a ‘**Pass’** or ‘**Fail’**. |
| Professional Practice 1b (PP1b) | **Grade 1:** Outstanding **Grade 2**: Good  **Meeting Expectation** | Targeted intervention will be put in place prior to Phase 2 for any trainee graded as ‘**Meeting Expectation’** on PP1b.  If a trainee is **not** working at ‘Grade 1’, ‘Grade 2’ or ‘Meeting Expectation’ by the end of PP1b, they cannot receive a grade and will need to be **referred** / **deferred** |
| Professional Practice 2 (PP2) | **Grade 1**: Outstanding **Grade 2**: Good  **Meeting Expectation** | The triangulation meeting will normally take place when the trainee has reached a Good (grade 2) or Outstanding (grade 1) level in their teaching. |

**Guidance for Professional Practice 2 only**

* Please use Edge Hill University ‘**Assessment and Grading Criteria’** when filling in this form to ensure correct grades are awarded. Please note: The Trainee does not need to achieve every element within the individual Teachers’ Standards to be awarded the grade, (please apply a rule of best fit approach).
* The Trainee should fill in their section of the form then pass it to their Mentor, **ideally one week before the triangulation meeting**.
* Trainees are given an overall summative grade based upon their grades against each of the Teachers’ Standards.
* The grading process is a triangulation between trainee, Curriculum Mentor and the EHU Visiting Tutor and the grades should be agreed and confirmed during the meeting.
* The final **summative** meeting for Professional Practice 2 will usually take place one the trainee has reached a ‘good’ or ‘outstanding’ standard in their teaching.
* **There should be no split grades**, please use the ‘**Assessment and Grading Criteria**’ grid to reflect if the trainee has achieved elements of the higher grade within the Teachers’ Standard.

**Please note:**

This report will be given to the trainee’s employer once they start their first teaching post and will inform the targets for their Career Entry Development Profile (CEDP). It will also be used to inform their reference, written by their Personal Tutor.

The final grade for Professional Practice 2 will be awarded as follows:

**Outstanding (grade 1)**

*All trainees awarded QTS exceed the minimum level of practice expected of teachers as defined in the Teachers’ Standards by the end of their training. Trainees demonstrate excellent practice in the majority of the Standards for teaching and all related to their personal and professional conduct. Much of the quality of trainees’ teaching over time is Outstanding (grade 1) and never less than consistently Good (grade 2).*

For a trainee’s final grading to be 1:

* pupil progress and learning over time must be good or better than expected;
* a minimum of **five Standards** must be graded 1 overall;
* there can be no grade 3 or 4 for any Standard.

**Good (grade 2)**

*All trainees awarded QTS exceed the minimum level of practice expected of teachers as defined in the Teachers’ Standards by the end of their training. Trainees demonstrate excellent practice in some of the Standards for teaching and all related to their personal and professional conduct. Much of the quality of trainees’ teaching over time is Good (grade 2); some is Outstanding (grade 1).*

For a trainee’s final grading to be 2:

* pupil progress and learning over time must be at least as expected;
* at least **five Standards** must be graded 2 overall;
* any grade 3 Standards must be scrutinised and would require grade 2 features (utilising assessment against the sub-headings);
* there can be no grade 4 for any Standard.

The grading process is a triangulation between trainee, Curriculum Mentor and the Edge Hill University Visiting Tutor and the grades should be agreed and confirmed during the End of Professional Practice meeting.

**Next Steps**

**Please note:** This report (PP2 only) will inform the targets for the trainee’s Edge Hill University Career Entry Development Profile (EHU CEDP) and NQT year.

It will also be used to inform their reference, written by their Personal Tutor.

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| **TS1 Set high expectations which inspire, motivate and challenge pupils** | **Grade** |
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| **Standard Prompts:**   * 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 | |

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| **Trainee Reflection on Achievement (Standard 1)**  I have used ‘activator’ activities throughout my placement as a way to engage the students learning as soon as they walk through my door. The students know the expectations of my lesson as soon as they are invited in. Using this type of activity quickly establishes a secure working environment.  I provided my students with clear and succinct reminders of expectations throughout my lessons. This will promote the appropriate pupil progress and also act as a deterrent to stop pupils engaging in off task behaviour. I believe it is very important that you keep your routines in the class consistent to provide a safe and stimulating environment for pupils to learn | |
| **Curriculum Mentor’s Feedback (Standard 1)** | |
| **Targets** | |
| **TS2 Promote good progress and outcomes by pupils** | **Grade** |
|  |
| **Standard Prompts:**   * 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 | |

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| **Trainee Reflection on Achievement (Standard 2)**  I provided the students an opportunity to evidence their progress by allowing them to answer a set of questions as a starter and then revisit those questions at the end. Progress was made by all pupils and this was evident through the depth of answers at the start of the lesson in comparison to the end.  I used the software Impero console, to obtain an understanding of how much learning had taken place throughout my Python SOW. I needed to gather an overall picture of the class so I sent them a set of questions over the school network. The students then provided an answer and appropriate feedback was given in accordance to how much progress had been recorded. |
| **Curriculum Mentor’s Feedback (Standard 2)** |
| **Targets** |

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| **TS3 Demonstrate good subject and curriculum knowledge** | **Grade** |
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| **Standard Prompts**:   * + 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 | |

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| **Trainee Reflection on Achievement (Standard 3)** Please comment against all relevant curriculum areas  Excellent use of technical terminology used to demonstrate good subject knowledge.  The use of keywords immediately projects, me as the teacher, as the best candidate for the teaching the students in front me. If I can enthusiastically demonstrate correct use of the key terminology, then as a consequence the students should be able to replicate and engage with the content. It is nice to hear this low level learning hum when I have been observing my students working.  Literacy is a very strong feature within my lesson and I endeavour to promote the use of standard English across my lessons. Promoting literacy cross curricular is currently one of the five national teaching targets so I felt it only appropriate to ensure that my students fall in line with this priority. | |
| **Curriculum Mentor’s Feedback (Standard 3)** Please comment against all relevant curriculum areas | |
| **Targets** | |
| **TS4 Plan and teach well-structured lessons** | **Grade** |
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| **Standard Prompts:**   * 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) | |

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| **Trainee Reflection on Achievement (Standard 4)**  Repetition of instruction to ensure pupils know exactly what was expected of them.  One way of developing a skill is to make it a stored routine in the students’ system. To make this happen, the most important first step is to bring the skill to a conscious level where the student is deliberately thinking about the activity (not necessarily the skill). In other words, the student knows what skill they’re lacking in and focuses on doing activities that will help them build this skill. This can be termed as learning by repetition.  Observation pack presented to observer.  Providing the observer with a full lesson pack is imperative for any observed lessons. The intention is to enable the observer to identify with the lesson and fully engage with the learning that is taking place. The lesson plan and resources that are available to the observer will allow them follow the natural progression of the lesson. | |
| **Curriculum Mentor’s Feedback (Standard 4)** | |
| **Targets** | |
| **TS5 Adapt teaching to respond to the strengths and needs of all pupils** | **Grade** |
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| **Standard Prompts**:   * 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 | |

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| **Trainee Reflection on Achievement (Standard 5)**  SEND data identified to acknowledge the strengths and weaknesses of students  The aim is to improve and develop the offer for all pupils in order to reduce, from the start, the number of children who need help with their learning or behaviour. Where children need increased support, time-limited small group intervention can sometimes be all that is needed to help them make progress. Utilising this data will enable me to create highly personalised programmes when and where appropriate. In addition, this data also allows me to generate an insight into what the student is like on a personal level. What their character is like, their likes and dislikes. This knowledge will allow me to get to know my students quicker and ultimately improve their quality of education.  Furthermore, I have worked closely with the SENCO to adopt a specific strategy to tailor my teaching so that one of my particular students can access the work. This student, who suffers from Oppositional Defiance Dissorder (ODD), was not responding to my simple requests that the rest of the class had done. Due to the nature of his condition it was obvious I had to augment my teaching for him. She suggested that instead of telling him what to do; why not challenge him instead. Just subtly alter the way in which you phrase your requests. Following these pieces of advice, the results where astonishing. He went from being disinterested in completing my tasks to being fully immersed within my lessons.  In addition, collecting data in class can provide an insight as to which students need further interventions and which students can be challenged and identified as gifted and talented. I obtained this data by asking the class questions over Impero console.  Levels of challenge provide opportunities for pupils to work independently to research additional features.  Gamification characterises video game players as urgent optimists who are part of a social fabric, engaged in blissful productivity, and on the lookout for epic meaning. I believe this can equally be applied in education. If teachers can successfully organize their classrooms and curriculum activities to incorporate the elements of games which facilitate such confidence, purpose and integrated sense of mission, students may become engrossed in learning and collaborating such that they do not want to stop. The dynamic combination of intrinsic and extrinsic motivators is a powerful force which, if educational contexts can adapt from video games, may increase student motivation, and student learning.  Some of the potential benefits of successful gamification initiatives in the classroom include:  giving students ownership of their learning  opportunities for identity work through taking on alternate selves  freedom to fail and try again without negative repercussions  chances to increase fun and joy in the classroom  opportunities for differentiated instruction  making learning visible  providing a manageable set of subtasks and tasks  inspiring students to discover intrinsic motivators for learning  motivating students with dyslexia with low levels of motivation  I have tried to build gamification into my lessons gradually, as not to confuse the students’ way of thinking but to promote their own. I have observed tremendous benefits and will continue to develop my strategies as my teaching experience increases. | |
| **Curriculum Mentor’s Feedback (Standard 5)** | |
| **Targets** | |
| **TS6 Make accurate and productive use of assessment** | **Grade** |
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| **Standard Prompts:**   * 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 | |

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| **Trainee Reflection on Achievement (Standard 6)**  **FAR marking**  Feedback – Action – Response  I have followed the school’s marking policy of providing evidence that one critical piece with work from each lesson should be marking every half term. Feedback is information given to the learner about their performance in relation to the learning outcomes. It should aim to and be capable of producing improvement to the students learning. Feedback redirects the student’s actions to achieve a goal, by aligning effort and activity with a related outcome.  **Formative Assessment**  I conducted a progress plenary as part of a diagnostic testing measure to inform my teaching for the future. Using the data in this manner, will be able to help improve the learning students and ensure that they get from the lesson what they should and are making the correct of amount of progress.  Effective use of a range of formative assessment strategies to secure pupil progress during the lesson. Also monitoring of the pupils keeping your record of progress throughout the lesson. | |
| **Curriculum Mentor’s Feedback (Standard 6)** | |
| **Targets** | |
| **TS7 Manage behaviour effectively to ensure a good & safe learning environment** | **Grade** |
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| **Standard Prompts:**   * 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 | |

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| **Trainee Reflection on Achievement (Standard 7)**  CM informed me to adopt a positive style of approaching behaviour management and instead of trying to control behaviour, offer the students the choice to change their actions so I adopted this technique with overwhelming success. A reading from one of my observations:  ‘Throughout the lesson you sustained a high expectation of behaviour which allowed the lesson to flow at a good pace and allow pupils to progress well. I like the way you are now implementing the strategy discussed of giving the pupils a ‘choice’ in terms of outcomes from their behaviour. It is working extremely well.’  Behaviour management policy identified and used  The purpose of the behaviour and discipline policy is to fulfil a duty of care to students and teachers; promote teaching and learning and high standards of attainment; preserve the reputation of the school and ensure the well-being and safety of all students and staff. I have followed this policy to the best of my ability to ensure that I have maintained a safe learning environment for my students. On placement I believe that I have been successful in using this tool as I have not encountered any truly challenging circumstances. This is down to the correct deployment of this technique in the classroom. | |
| **Curriculum Mentor’s Feedback (Standard 7)** | |
| **Targets** | |
| **TS8 Fulfil wider professional responsibilities** | **Grade** |
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| **Standard Prompts:**   * 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 | |

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| **Additional Guidance with Specific Reference to:**   * Maintain professional behaviour at all times including an appropriately professional standard of dress * Work with teaching colleagues as part of a team * Demonstrate confidence and competence in leading the work of teaching assistants and other additional adults to achieve learning objectives * Demonstrate confidence and competence in communicating effectively with parents or carers * Demonstrate knowledge of a teacher's statutory responsibilities for the welfare and safeguarding of pupils * Understand e-safety * Access educational research; assess the robustness of that research and apply their findings to their own developing teaching practice * Integrate the theoretical elements of their ITT programme with the professional practice elements to support their own reflection and professional development * Demonstrate commitment to identifying and addressing on-going professional development needs * Demonstrate confidence and competence in applying for teaching posts   **Trainee Reflection on Achievement (Standard 8)**  **Taken part in a pastoral role by attending a rewards trip.**  I was asked to attend a rewards trip while on placement at Lymm High School and was thoroughly pleased with the invitation. I could see several potential benefits to my attendance on this trip. Not only was I allowed develop potential relationships with colleagues I could also enhance my rapport with students outside of the classroom environment.  **Participated in an open evening**  Prior to the process of parents evening I was very anxious to meet the parents but during my preparation for this event I obtained the appropriate data for the evening. I met with several students’ parents throughout the evening and I believe the encounters went very well. I was told by my observer that I spoke with confidence and imparted quality information regarding the opportunity students’ progression and attainment. Upon reflection, I believe that I was anxious, not only because it was my first parents evening, due to me being a trainee teacher and not wanting to compromise the importance of the teacher parent relationship. Initially, I was apprehensive because I didn’t want to let the department and school down. I can use this experience to prepare for my next and these good foundations I have constructed to develop my technique for conversing with parents. |
| **Professional Mentor’s Feedback (Standard 8)** |
| **Targets** |

**Final Grade**

**Professional Mentor:**

**I confirm that the trainee has met the requirements for Part Two: Personal and Professional Conduct at a consistently high standard (please tick) Yes No**

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|  | Please circle one of the following Grades which are relevant to this Professional Practice |
| Please only complete this if your  Trainee has completed:  **Professional Practice Phase 1a (PP1a)** | Pass Fail |
| Please only complete this if your  Trainee has completed:  **Professional Practice Phase 1b (PP1b)** | Grade 1 Grade 2 Meeting Expectation |
| Please only complete this if your  Trainee has completed:  **Professional Practice Phase 2 (PP2)** | Grade 1 Grade 2 Meeting Expectation |

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| **Standards Grades** | |  | **Number of days attended** |  |
| TS 1 |  | **Start Date** |  |
| TS 2 |  | **End Date** |  |
| TS 3 |  | **Complete the appropriate box below** | |
| TS 4 |  | **End of PP1a**  **Predicted Grade by end of training** |  |
| TS 5 |  |  |  |
| TS 6 |  | **End of PP1b**  **Predicted Grade by end of training** |  |
| TS 7 |  |  |  |
| TS 8 |  | **Overall Final Grade**  (As agreed at PP2 triangulation meeting) |  |

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| * The Professional Practice 2 summative will normally take place when the trainee has reached a **‘Grade 1’** (Outstanding) **or ‘Grade 2’** (Good) level in their teaching. * In order to gain **‘Grade 1’** (Outstanding) five of the Standards must be graded as **‘Grade 1’**, together with all other Standards graded at least **‘Grade 2’** (Good). |
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| **Signatures -** At triangulation meeting |

Curriculum Mentor ……………………………………………………………………………..

Professional Mentor …………………………………………………………………………….

Edge Hill University Visiting Tutor: ……………………………..……………………………..

Trainee: ................................................................ Date: .........................................

*Once completed, with all signatures, please could the Curriculum Mentor send an electronic copy of the form to the Secondary Professional Support Team at* [*secondarypartnership@edgehill.ac.uk*](mailto:secondarypartnership@edgehill.ac.uk)*. Payment for the placement will only be released on receipt of the fully completed form.*

*The Trainee should retain a personal copy of the form and give a completed copy to their Course Leader.*