## 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)** | |
| **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)** |
| **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 | |
| **Curriculum Mentor’s Feedback (Standard 3)** Please comment against all relevant curriculum areas | |
| **Targets** | |
| **TS4 Plan and teach well-structured lessons** | **Grade** |
|  |
| **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)** | |
| **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)** | |
| **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)** | |
| **Curriculum Mentor’s Feedback (Standard 6)** | |
| **Targets** | |
| **TS7 Manage behaviour effectively to ensure a good & safe learning environment** | **Grade** |
|  |
| **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)** | |
| **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)** |
| **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.*