**Final Termly Tracking Report 2022-2023**

**Name of Trainee:**

**Name of Mentor:**

**Lead School:**

**Second School:**

**TS1 Set high expectations which inspire, motivate and challenge pupils**

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| Sub standards as questions | Progress milestones | Cause for concern | On Track | Met |
| • Has the trainee established a safe and  stimulating environment for pupils, rooted in  mutual respect? |  |  |  |  |
| • Does the trainee set goals that stretch and  challenge pupils of all backgrounds, abilities  and dispositions? |  |  |  |  |
| • Does the trainee demonstrate consistently the  positive attitudes, values and behaviour which  are expected of pupils? |  |  |  |  |
|  | The teacher **high expectations which inspire, motivate and challenge pupils** |  | |  |

**TS2 Promote good progress and outcomes by pupils**

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| Sub standards as questions | Progress milestones | Cause for concern | On Track | Met |
| Is the trainee accountable for the progress,  attainment and outcomes of the pupils they have  taught? |  |  |  |  |
| Is the trainee aware of pupils’ capabilities and  prior knowledge and do they use this knowledge to  inform their planning? |  |  |  |  |
| Is the trainee aware of pupils’ capabilities and  prior knowledge and do they use this knowledge to  inform their planning? |  |  |  |  |
| Does the trainee guide pupils’ to reflect on the  progress they have made and their emerging  needs? |  |  |  |  |
| Has the trainee demonstrated knowledge and  understanding of how pupils learn and how this  impacts on their teaching? |  |  |  |  |
| Does the trainee encourage pupils to take a  responsible and conscientious attitude to their  work and study? |  |  |  |  |
|  | **The trainee promotes good pupil progress and**  **outcomes.** |  | |  |

**TS3 Demonstrate good subject and curriculum knowledge**

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| Sub standards as questions | Progress milestones | Cause for concern | On Track | Met |
| Does the trainee have a secure knowledge of the  relevant subject(s) and curriculum areas,  - do they foster and maintain pupils’ interest in  the subject,  - and address misunderstandings? |  |  |  |  |
| Does the trainee demonstrate a critical understanding of developments in the subject  and curriculum areas, and promote the value of  scholarship? |  |  |  |  |
| Does the trainee 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, does the trainee demonstrate a clear understanding of  systematic synthetic phonics? |  |  |  |  |
| If teaching early mathematics, does the traineedemonstrate a clear understanding of appropriate teaching strategies? |  |  |  |  |
|  | **The trainee demonstrates good subject and**  **curriculum knowledge.** |  | |  |

**TS4 Plan and teach well structured lessons**

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| Sub standards as questions | Progress milestones | Cause for concern | On Track | Met |
| Does the trainee impart knowledge and develop  understanding through effective use of lesson  time? |  |  |  |  |
| Does the trainee promote a love of learning and  children’s intellectual curiosity? |  |  |  |  |
| Does the trainee set homework and plan other  out-of-class activities to consolidate and extend  the knowledge and understanding pupils have  acquired? |  |  |  |  |
| Does the trainee reflect systematically on the  effectiveness of lessons and approaches to  teaching? |  |  |  |  |
| Has the trainee contributed to the design and  provision of an engaging curriculum within the  relevant subject area(s)? |  |  |  |  |
|  | **The trainee plans and teaches well structured**  **lessons.** |  | |  |

**TS5 Adapt teaching to respond to the strengths and needs of all pupils**

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| Sub standards as questions | Progress milestones | Cause for concern | On Track | Met |
| Does the trainee know when and how to  differentiate appropriately, and do they use  approaches which enable pupils to be taught  effectively? |  |  |  |  |
| Does the trainee have a secure understanding of  how a range of factors can inhibit pupils’ ability  to learn, and how best to overcome these? |  |  |  |  |
| Does the trainee 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? |  |  |  |  |
| Does the trainee 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 are they able to use and evaluate distinctive  teaching approaches to engage and support  them? |  |  |  |  |
|  | **The trainee adapts teaching to respond to the**  **strengths and needs of all pupils.** |  | |  |

**TS6 Make accurate and productive use of assessment**

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| Sub standards as questions | Progress milestones | Cause for concern | On Track | Met |
| Does the trainee know and understand how to  assess the relevant subject and curriculum  areas, including statutory assessment  requirements? |  |  |  |  |
| Does the trainee make use of formative and  summative assessment to secure pupils’  progress? |  |  |  |  |
| Does the trainee use relevant data to monitor  progress, set targets, and plan subsequent  lessons? |  |  |  |  |
| Does the trainee give pupils regular feedback,  both orally and through accurate marking, and  encourage pupils to respond to the feedback? |  |  |  |  |
|  | **The trainee makes accurate and productive use of**  **assessment.** |  | |  |

**TS7 Manage behaviour effectively to ensure a good and safe learning environment**

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| Sub standards as questions | Progress milestones | Cause for concern | On Track | Met |
| Does the trainee 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? |  |  |  |  |
| Does the trainee have high expectations of  behaviour, and establish a framework for  discipline with a range of strategies, using  praise, sanctions and rewards consistently and  fairly? |  |  |  |  |
| Does the trainee manage classes effectively,  using approaches which are appropriate to  pupils’ needs in order to involve and motivate  them? |  |  |  |  |
| Does the trainee maintain good relationships with  pupils, exercise appropriate authority, and act  decisively when necessary? |  |  |  |  |
|  | **The trainee manages behaviour effectively to**  **ensure a good and safe learning environment.** |  | |  |

**TS8 Fulfil wider professional responsibilities**

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| Sub standards as questions | Progress milestones | Cause for concern | On Track | Met |
| Has the trainee made a positive contribution to  the wider life and ethos of the school? |  |  |  |  |
| Has the trainee developed effective professional  relationships with colleagues, and do they know  how and when to draw on advice and specialist  support? |  |  |  |  |
| Does the trainee deploy support staff effectively? |  |  |  |  |
| Has the trainee taken responsibility for improving  teaching through appropriate professional  development, and do they respond to advice and  feedback from colleagues? |  |  |  |  |
| Does the trainee communicate effectively with  parents with regard to pupils’ achievements and  well-being? |  |  |  |  |
|  | **The trainee fulfils their wider professional**  **responsibilities.** |  | |  |

**Please mark with a cross to show if trainee has consistently high standards of cause for concern against the Teachers’ Standards Part Two**

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| --- | --- | --- | --- | --- |
| **Teachers’ Standard:**  **Part Two descriptor** | **Scope** | **Key questions** | **Consistently**  **high**  **standards** | **Cause**  **for**  **concern** |
| i Teachers uphold public trust in the  profession and maintain high  standards of ethics and behaviour,  within and outside school, by: | • treating pupils with dignity, building  relationships rooted in mutual respect,  and at all times observing proper  boundaries appropriate to a teacher’s  professional position  • having regard for the need to safeguard  pupil’s well-being, in accordance with  statutory provisions  • showing tolerance of and respect for the  rights of others  • not undermining fundamental British  values, including: democracy, the rule of  law, individual liberty and mutual respect,  and tolerance of those with different  faiths and beliefs  • ensuring that personal beliefs are not  expressed in ways which exploit pupils’  vulnerability or might lead them to break the law. | • Does the trainee have a commitment to upholding the high standards of the teaching profession, within and outside school?  • Does the trainee develop appropriate professional relationships with colleagues and pupils?  • Is the trainee able to safeguard pupils’ wellbeing, in accordance with statutory provisions? \*  • Does the trainee understand that schools are required to develop pupils’ wider understanding of social and cultural diversity, tolerance for others and respect for different faiths and beliefs, in line with the maintenance of fundamental British values? \*  • Does the trainee understand the challenges of  teaching in modern British schools? \*\*  • Is trainee aware of the Prevent Strategy and its implications?  • Does the trainee understand the responsibility  teachers hold in relation to the expression of personal beliefs and the impact these could have on pupils and their consequent actions? \*\*  • Does trainee understand/ adhere to school’s internet safety policy, including responsible use of social media? |  |  |
| Ii Teachers must have proper and  professional regard to the ethos,  policies and practices of the  school in which they teach, and  maintain high standards in their  own attendance and punctuality. | • The trainee’s conduct demonstrates a  highly professional approach to teaching, understanding and demonstrating that their own conduct is appropriate at all times.  • The trainee reads, understands and  applies school policies at all times, e.g.  health and safety, risk assessments  before trips, homework, etc.  • The trainee is punctual for school,  lessons, meetings, etc.  • The trainee always informs the  school/colleagues of reasons for any  non-attendance involving his/her  teaching obligations or other professional meetings and responsibilities in line with school policy.  • The trainee’s language and dress are  highly professional and in line with school policy. | • Does the trainee display high standards of  personal and professional behaviour, inside and  outside school, including attendance and  punctuality at all times?  • Does the trainee understand and apply the range  of policies that support school practice and act  on these in their planning, teaching and wider  involvement in the life of the school?  • Does the trainee take appropriate responsibility  for their own and pupils’ well-being in the  classroom and during off-site activities or visits? |  |  |
| Iii Teachers must have an  understanding of, and always act  within, the statutory frameworks  which set out their professional  duties and responsibilities. | • The trainee is able to articulate, and  abide by, the roles and responsibilities of the teacher in relation to statutory  frameworks.  • The trainee is aware of his/her  responsibilities in relation to, for example, equality legislation, duties and safeguarding.  • The trainee is able to judge when he/she  may need advice and help in matters of  Child Protection or confidentiality. | • Is the trainee aware of and does the trainee act  in the context of the professional duties of  teachers as set out in the statutory School  Teachers’ Pay and Conditions document?  • Has the trainee received relevant training in  Child Protection/safeguarding? Can they  articulate the school’s policy if reporting a concern? |  |  |

**Identify areas of strength and areas for development for next stage of Early Career**

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| **Areas of Strength related to Teaching Standards** | 1. **TS –** 2. **TS –** 3. **TS-** |
| **Areas for Development for being an Early Career Teacher** | 1. **TS –** 2. **TS-** 3. **TS-** |

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| **Tick below** | **The following must be INDICATED to award a Pass Recommendation for Qualified Teacher Status** |
|  | The trainee named below has **met** the Teachers’ Standards for the completion of QTS |
|  | |
|  | The teacher named below has **no met** the Teachers’ Standards for the completion of QTS |
| **Delete as appropriate** | I do / do not recommend this trainee for QTS |

**Mentor Name: Date:**

**Mentor Signature:**