**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 andstimulating environment for pupils, rooted inmutual respect? |  |  |  |  |
| • Does the trainee set goals that stretch andchallenge pupils of all backgrounds, abilitiesand dispositions? |  |  |  |  |
| • Does the trainee demonstrate consistently thepositive attitudes, values and behaviour whichare 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 havetaught? |  |  |  |  |
| Is the trainee aware of pupils’ capabilities andprior knowledge and do they use this knowledge toinform their planning? |  |  |  |  |
| Is the trainee aware of pupils’ capabilities andprior knowledge and do they use this knowledge toinform their planning? |  |  |  |  |
| Does the trainee guide pupils’ to reflect on theprogress they have made and their emergingneeds? |  |  |  |  |
| Has the trainee demonstrated knowledge andunderstanding of how pupils learn and how thisimpacts on their teaching? |  |  |  |  |
| Does the trainee encourage pupils to take aresponsible and conscientious attitude to theirwork 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 therelevant subject(s) and curriculum areas,- do they foster and maintain pupils’ interest inthe subject,- and address misunderstandings? |  |  |  |  |
| Does the trainee demonstrate a critical understanding of developments in the subjectand curriculum areas, and promote the value ofscholarship? |  |  |  |  |
| Does the trainee demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correctuse of standard English, whatever the teacher’sspecialist subject? |  |  |  |  |
| If teaching early reading, does the trainee demonstrate a clear understanding ofsystematic 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 developunderstanding through effective use of lessontime? |  |  |  |  |
| Does the trainee promote a love of learning andchildren’s intellectual curiosity? |  |  |  |  |
| Does the trainee set homework and plan otherout-of-class activities to consolidate and extendthe knowledge and understanding pupils haveacquired? |  |  |  |  |
| Does the trainee reflect systematically on theeffectiveness of lessons and approaches toteaching? |  |  |  |  |
| Has the trainee contributed to the design andprovision of an engaging curriculum within therelevant 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 todifferentiate appropriately, and do they useapproaches which enable pupils to be taughteffectively? |  |  |  |  |
| Does the trainee have a secure understanding ofhow a range of factors can inhibit pupils’ abilityto learn, and how best to overcome these? |  |  |  |  |
| Does the trainee demonstrate an awareness ofthe physical, social and intellectual developmentof children, and know how to adapt teaching tosupport pupils’ education at different stages ofdevelopment? |  |  |  |  |
| Does the trainee have a clear understanding ofthe 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 distinctiveteaching approaches to engage and supportthem? |  |  |  |  |
|  | **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 toassess the relevant subject and curriculumareas, including statutory assessmentrequirements? |  |  |  |  |
| Does the trainee make use of formative andsummative assessment to secure pupils’progress? |  |  |  |  |
| Does the trainee use relevant data to monitorprogress, set targets, and plan subsequentlessons?  |  |  |  |  |
| Does the trainee give pupils regular feedback,both orally and through accurate marking, andencourage 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 forbehaviour in classrooms, and take responsibilityfor promoting good and courteous behaviourboth in classrooms and around the school, inaccordance with the school’s behaviour policy? |  |  |  |  |
| Does the trainee have high expectations ofbehaviour, and establish a framework fordiscipline with a range of strategies, usingpraise, sanctions and rewards consistently andfairly? |  |  |  |  |
| Does the trainee manage classes effectively,using approaches which are appropriate topupils’ needs in order to involve and motivatethem? |  |  |  |  |
| Does the trainee maintain good relationships withpupils, exercise appropriate authority, and actdecisively 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 tothe wider life and ethos of the school? |  |  |  |  |
| Has the trainee developed effective professionalrelationships with colleagues, and do they knowhow and when to draw on advice and specialistsupport? |  |  |  |  |
| Does the trainee deploy support staff effectively? |  |  |  |  |
| Has the trainee taken responsibility for improvingteaching through appropriate professionaldevelopment, and do they respond to advice andfeedback from colleagues? |  |  |  |  |
| Does the trainee communicate effectively withparents with regard to pupils’ achievements andwell-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 theprofession and maintain highstandards of ethics and behaviour,within and outside school, by: | • treating pupils with dignity, buildingrelationships rooted in mutual respect,and at all times observing properboundaries appropriate to a teacher’sprofessional position• having regard for the need to safeguardpupil’s well-being, in accordance withstatutory provisions• showing tolerance of and respect for therights of others• not undermining fundamental Britishvalues, including: democracy, the rule oflaw, individual liberty and mutual respect,and tolerance of those with differentfaiths and beliefs• ensuring that personal beliefs are notexpressed 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 ofteaching in modern British schools? \*\*• Is trainee aware of the Prevent Strategy and its implications?• Does the trainee understand the responsibilityteachers 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 andprofessional regard to the ethos,policies and practices of theschool in which they teach, andmaintain high standards in theirown attendance and punctuality. | • The trainee’s conduct demonstrates ahighly professional approach to teaching, understanding and demonstrating that their own conduct is appropriate at all times.• The trainee reads, understands andapplies school policies at all times, e.g.health and safety, risk assessmentsbefore trips, homework, etc.• The trainee is punctual for school,lessons, meetings, etc.• The trainee always informs theschool/colleagues of reasons for anynon-attendance involving his/herteaching obligations or other professional meetings and responsibilities in line with school policy.• The trainee’s language and dress arehighly professional and in line with school policy. | • Does the trainee display high standards ofpersonal and professional behaviour, inside andoutside school, including attendance andpunctuality at all times?• Does the trainee understand and apply the rangeof policies that support school practice and acton these in their planning, teaching and widerinvolvement in the life of the school?• Does the trainee take appropriate responsibilityfor their own and pupils’ well-being in theclassroom and during off-site activities or visits? |  |  |
| Iii Teachers must have anunderstanding of, and always actwithin, the statutory frameworkswhich set out their professionalduties and responsibilities. | • The trainee is able to articulate, andabide by, the roles and responsibilities of the teacher in relation to statutoryframeworks.• The trainee is aware of his/herresponsibilities in relation to, for example, equality legislation, duties and safeguarding.• The trainee is able to judge when he/shemay need advice and help in matters ofChild Protection or confidentiality. | • Is the trainee aware of and does the trainee actin the context of the professional duties ofteachers as set out in the statutory SchoolTeachers’ Pay and Conditions document?• Has the trainee received relevant training inChild Protection/safeguarding? Can theyarticulate 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-**
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| **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:**