**Termly Tracking Report 2022-2023**

**Name of Trainee:**

**Name of Mentor:**

**Lead School:**

**Second School:**

**The report is to be completed by the mentor with the trainee following the termly Professional Learning Conversation.**

**Early Stage of Training (December)- to be completed by lead school mentor –highlighted in Blue**

**Mid-Year Stage of Training (March) – to be completed by second school mentor –highlighted in pink**

**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.** |  |  |

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| **Stage in Training** | **Areas for development****(Against teaching Standards)** |
| Early Stage of TrainingDecember |  |
| Mid- Year stage of TrainingMarch |  |
| Final Stage of TrainingJune |  |