

**Extending Phase- END OF PLACEMENT REPORT**

**For all EYFS / KS1&2 Placements- Length: Up to 10 weeks**

**Revised Sept 2022**

**THIS FORM CAN BE SAVED ON YOUR OWN COMPUTER BEFORE BEING COMPLETED BY THE MENTOR AND THEN MUST BE RETURNED VIA EMAIL TO THE UNIVERSITY (SEE THE END OF THIS DOCUMENT), BY THE DATE SPECIFIED IN THE PLACEMENT COMMS**

|  |  |  |  |
| --- | --- | --- | --- |
| **Trainee Name** |  | **University Programme** | Choose an item. |
| **If School Direct please include alliance Name**  |  |
| **University Year Group** | Choose an item. | **Age Range Taught**  |  |
| **Setting/ School** |  | **No. of Children Taught**  |  |
| **Mentor**  |  | **University Partnership Tutor / PPL** |  |
| **Class Teacher Name** |  | **Class** |  |
| **For mixed Key Stage classes please indicate number of pupils in each Key Stage** |  |
| **KAP Point and Placement Dates** |  | **From:** Click or tap to enter a date. | **To:**Click or tap to enter a date. |

|  |  |  |
| --- | --- | --- |
| **Module assessment items Outcome** | **Professional Practice** Choose an item. | **Placement File/ Reflection**Choose an item. |
| **Trajectory towards the recommendation of award of QTS** | **Extending:** |
| **Not yet meeting expected Teacher standards exemplification**[ ]  | **Meeting expected Teacher standards****Exemplification**[ ]  | **Exceeding expected Teacher standards exemplification**[ ]  |
|  | **In E phase ‘not yet meeting teacher standards exemplification’ in any standard indicates fail.** |

**OVERALL SUMMARY STATEMENT [THIS WILL BE USED AS A BASIS FOR AN INTERIM OR FINAL REFERENCE]**

**Please note**: This statement should be informed by the Trainee’s attainment & progress against End point assessment- Trainee Teacher Standards. **Please comment directly on the Trainee’s impact on children’s learning.**

|  |
| --- |
| **Please type your statement here:** |

**The Trainee’s Teaching has had ‘Impact on children’s learning and progress over time’. Please indicate below:**

|  |  |  |
| --- | --- | --- |
|  **Little / No Impact****(Not yet meeting ITT Teacher standards exemplification)** | **Pupils make some progress as expected over time.****(Meeting expected ITT Teacher standards exemplification)** | **Impact made on all Pupils’ progress as expected over time or Good or better pupil progress over time- Impact** |
| [ ]  | [ ]  |[ ]

**Comments to be drawn from the Common Assessment Framework:**

|  |  |
| --- | --- |
| **Teacher Standard:** | **Comment:** |
| **S1: Set high expectations which inspire, motivate and challenge pupils.** |  |
| **S2: Promote good progress and outcomes by pupils** |  |
| **S3: Demonstrate good subject and curriculum knowledge** |  |
| **S4: Plan and teach well-structured lessons** |  |
| **S5: Adapt teaching to respond to the strengths and needs of all pupils** |  |
| **S6: Make accurate and productive use of assessment** |  |
| **S7: Manage behaviour effectively to ensure a good and safe learning environment** |  |
| **S8: Fulfil wider professional responsibilities** |  |
| **Part Two**: **Personal & Professional** **conduct**.Trainees embarking on a programme of ITE will have demonstrated that they possess the required attitudes and behaviours as an element of the selection process. No matter which route to QTS they follow all trainees are expected to demonstrate high professional standards from the outset. All trainees to be awarded QTS will have demonstrated high standards of professional behaviour and that:They have a commitment to the teaching profession, and are able to develop appropriate professional relationships with colleagues and pupils. They have regard to the need to safeguard pupils’ well-being, in accordance with statutory provisions. They understand that by law that schools are required to teach a broad and balanced curriculum and they are beginning to develop learners’ wider understanding of social and cultural diversity. They are willing to assume an appropriate degree of responsibility for the implementation of workplace policies in the different settings in which they have trained. They adhere to school policies and practices, including those for attendance and punctuality. They have a broad understanding of their statutory professional responsibilities, including the requirement to promote equal opportunities and to provide reasonable adjustments for pupils with disabilities, as provided for in current equality legislation. They are aware of the professional duties of teachers as set out in the statutory School Teachers’ Pay and Conditions document. | **Has the Trainee demonstrated an acceptable level of personal and professional conduct?** Choose an item.**Comment:** |

**Key Agendas:**

Please use this box to comment directly on the Trainee’s confidence and competence in the understanding and teaching of **A) Systematic Synthetic Phonics and Reading; B) Writing; C) Mathematics**

|  |
| --- |
| **Please type your statement here:**  |

**Placement File/portfolio of reflection (exemplification of teacher standards)**

Please comment on the trainee’s reflection and organisation.

|  |
| --- |
| **Please type your statement here:**  |

**IDENTIFICATION OF STRENGTHS AND PRIORITIES FOR FURTHER DEVELOPMENT:**

For inclusion in the Career Entry & Development Profile or Target Setting for future placements, as appropriate). [Please identify up to 3 strengths and 3 priorities for development in relation to the Trainee's teaching.]

|  |
| --- |
| **Strengths:** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Targets** | **RELEVANT STANDARDS Drawn from: ITT teacher standards (end point assessment grid)** | **ACTIONS TO BE TAKEN BY TRAINEE** | **SUCCESS CRITERIA****How will you know it has been achieved?** |
| 1. |  |  | *
*
 |  |
| 2. |  |  | *
*
 |  |
| 3. |  |  | *
*
 |  |

**HEADTEACHER'S or Mentor’s ADDITIONAL COMMENTS (Not Compulsory):**

|  |
| --- |
| **Please type your statement here:** |

|  |  |
| --- | --- |
| Number of absences from placement |  |
| Signature of Trainee (Who must be provided with a copy of the report) |  |
| Signature of Mentor |  |

**Please email this form from the School email address to your Partnership Tutor/PPL and to:**

|  |  |  |  |
| --- | --- | --- | --- |
| Carlisle Campus | Lancaster Campus | London (EIDR) Campus | School Direct |
| KAPcarlisle@cumbria.ac.uk | KAPlancaster@cumbria.ac.uk | KAPLondon@cumbria.ac.uk | ‘Your PPL’ |