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| **BA Hons Primary/Early Years Programme Interim Report UGP3** | | | | |
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| Trainee |  | | Stu ID |  |
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| Placement school/setting |  | Primary/Early Years | |  |
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| This report should be completed by the Senior Mentor, following discussion with the trainee, their Class Mentor and UWE Tutor regarding the trainee’s progress, achievements and areas for development. Suitably challenging and realistic targets for improving their practice should be included.  Please complete the form in full and return it to [Partnership@uwe.ac.uk](mailto:Partnership@uwe.ac.uk). | | | | |
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| Key Stages in which the Trainee has taught | | EYFS | |  | | KS1 |  | KS2 |  |
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| Attendance and Punctuality | Number of Days Absent | |  | | Number of Days Late | | | |  |

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| Trainees’ progress will be assessed through reviewing **the impact of the trainees’ teaching on pupil progress and learning over time** which, in turn, informs trainees’ ongoing achievement and final attainment. | | |
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| **At this point in their professional development**, the trainee is: | | |
| Demonstrating *outstanding**progress* in meeting the Teachers’ Standards.  Pupil progress and learning over time is good or better. |  | **Outstanding** |
| Demonstrating *good progress* in meeting the Teachers’ Standards.  Pupil progress and learning over time is as expected. |  | **Good** |
| Demonstrating *progress that requires improvement* in meeting the Teachers’ Standards.  Pupil progress and learning over time is not always as expected. |  | **Requires Improvement** |
| **If the trainee is Requires Improvement, are they on track to be Good/Outstanding by the end of the training year?** |  | Yes |
|  | No |
| *Cause for concern* due to inadequate progress in meeting the Teachers’ Standards.  Pupil progress and learning over time is not adequate. |  | **Inadequate** |

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| **General summary of trainee’s performance** |
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| **On the following pages, please:**   1. Summarise current features of the trainee’s practice in relation to each Teachers’ Standard 2. Grade the trainee’s practice in relation to each Teachers’ Standard, using the ‘Good, Requires Improvement, Inadequate’ grading, as outlined above. 3. Refer to the **‘Accuracy in Assessment Toolkit’** for guidance and use the statements provided to support judgements. |

**Phonics, Comprehension and Mathematics**

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| **Phonics and Comprehension** | **Please Tick** | |
| Comments relating to teaching of Reading with specific reference to age appropriate Phonics and Comprehension: | **Outstanding** |  |
| **Good** |  |
| **Requires Improvement** |  |
| **Inadequate** |  |
| **Mathematics** | **Please Tick** | |
| Comments relating to the teaching of Mathematics with specific reference to calculation: | **Outstanding** |  |
| **Good** |  |
| **Requires Improvement** |  |
| **Inadequate** |  |

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| **TS1 Set high expectations which inspire, motivate and challenge pupils** | | | |
| * 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. | | | |
| **Current achievement against Teachers’ Standards** | | | |
| Outstanding | Good | Requires Improvement | Inadequate |
| **Potential grade by the end of their training** (based on their current rate of progress and trajectory) | | | |
| Outstanding | Good | Requires Improvement | Inadequate |
| Current features of the trainee’s practice: | | | |

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| **TS2 Promote good progress and outcomes by pupils** | | | |
| * Be accountable for attainment, progress and outcomes of the pupils * Plan teaching to build on pupils’ capabilities and prior knowledge * Guide pupils to reflect on the progress you have made and your 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. | | | |
| **Current achievement against Teachers’ Standards** | | | |
| Outstanding | Good | Requires Improvement | Inadequate |
| **Potential grade by the end of their training** (based on their current rate of progress and trajectory) | | | |
| Outstanding | Good | Requires Improvement | Inadequate |
| Current features of the trainee’s practice: | | | |

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| **TS3 Demonstrate Good Subject and Curriculum Knowledge** | | | |
| * 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. | | | |
| **Current achievement against Teachers’ Standards** | | | |
| Outstanding | Good | Requires Improvement | Inadequate |
| **Potential grade by the end of their training** (based on their current rate of progress and trajectory) | | | |
| Outstanding | Good | Requires Improvement | Inadequate |
| Current features of the trainee’s practice: | | | |

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| **TS4 Plan and Teach Well-Structured Lessons** | | | |
| * 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). | | | |
| **Current achievement against Teachers’ Standards** | | | |
| Outstanding | Good | Requires Improvement | Inadequate |
| **Potential grade by the end of their training** (based on their current rate of progress and trajectory) | | | |
| Outstanding | Good | Requires Improvement | Inadequate |
| Current features of the trainee’s practice: | | | |

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| **TS5 Adapt Teaching to Respond to the Strengths and Needs of All Pupils** | | | |
| * 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. | | | |
| **Current achievement against Teachers’ Standards** | | | |
| Outstanding | Good | Requires Improvement | Inadequate |
| **Potential grade by the end of their training** (based on their current rate of progress and trajectory) | | | |
| Outstanding | Good | Requires Improvement | Inadequate |
| Current features of the trainee’s practice: | | | |

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| **TS6 Make accurate and productive use of assessment** | | | |
| * 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. | | | |
| **Current achievement against Teachers’ Standards** | | | |
| Outstanding | Good | Requires Improvement | Inadequate |
| **Potential grade by the end of their training** (based on their current rate of progress and trajectory) | | | |
| Outstanding | Good | Requires Improvement | Inadequate |
| Current features of the trainee’s practice: | | | |

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| **TS7 Manage Behaviour Effectively to Ensure a Good and Safe Learning Environment** | | | |
| * 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 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. | | | |
| **Current achievement against Teachers’ Standards** | | | |
| Outstanding | Good | Requires Improvement | Inadequate |
| **Potential grade by the end of their training** (based on their current rate of progress and trajectory) | | | |
| Outstanding | Good | Requires Improvement | Inadequate |
| Current features of the trainee’s practice: | | | |

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| **TS8 Fulfil Wider Professional Responsibilities** | | | |
| * 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. | | | |
| **Current achievement against Teachers’ Standards** | | | |
| Outstanding | Good | Requires Improvement | Inadequate |
| **Potential grade by the end of their training** (based on their current rate of progress and trajectory) | | | |
| Outstanding | Good | Requires Improvement | Inadequate |
| Current features of the trainee’s practice: | | | |
| **Teachers’ Standards Part Two: Personal and Professional Conduct**  A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.\* | | | |
| 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 pupils’ 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.   Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality  Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.  **Consistently High Standards  Cause for Concern** | | | |
| \**Please note that trainees are expected to demonstrate consistently high standards. If a trainee is a cause for concern in any aspect, please contact their UWE Tutor.* | | | |
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| **Trainee’s Impact on Pupil Progress (with supporting evidence)** | | | |
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**Trainee’s Response**

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| **Personal Development Targets** | | | |
| **What are the trainee’s targets for improvement? (min 2, max 4)** | | | |
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| **How else might they go about improving their practice?** | | | |
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| **Report Read, Agreed and Shared with Trainee** | | | |
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| Signed (Trainee) |  | Signed (School) |  |
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| Signed (UWE) |  | Date |  |