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| https://sharepoint.newman.ac.uk/supp/marketing/Staff%20photos/Newman%20University%20Logo%20Centered.jpg | Last updated: September 2019**Primary Final School Experience****End-Point Review Form** **Academic Year 2019-2020****PT/SBT/CT: Refer to the School Experience Module Log for guidance.**  |

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| Trainee’s Name: |  | Class teacher (CT): |  |
| Year of Entry: |  | School-Based Tutor (SBT): |  |
| School: |  | Partnership Tutor (PT): |  |
| School Postcode: |  | Year Group: |  |

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| **PGCE SE3 UG SE3 UG SE4**  | (highlight as appropriate) |

Comments should be based on the “*Grading Criteria for Newman Trainee Teachers”*

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| **S1: Set high expectations which inspire, motivate and challenge pupils** |
| Strengths demonstrated: |
| Areas for development: |

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| **S2: Promote good progress and outcomes by pupils** |
| Strengths demonstrated: |
| Areas for development: |

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| **S3: Demonstrate good subject and curriculum knowledge** |
| Strengths demonstrated: |
| Areas for development: |

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| **S4: Plan and teach well structured lessons** |
| Strengths demonstrated: |
| Areas for development: |

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| **S5: Adapt teaching to respond to the strengths and needs of all pupils** |
| Strengths demonstrated: |
| Areas for development: |

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| **S6: Make accurate and productive use of assessments** |
| Strengths demonstrated: |
| Areas for development: |

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| **S7: Manage behaviour effectively to ensure a good and safe learning environment** |
| Strengths demonstrated: |
| Areas for development: |

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| **S8: Fulfil wider professional responsibilities** |
| Strengths demonstrated: |
| Areas for development: |

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| **Grade at End-Point.** This should indicate the level at which the trainee is currently working and reflect the grades given during formal lesson observations and weekly meetings.***A trainee who does not meet the Standards in one area will be recorded as a fail.*** | **End-Point Grades**Please highlight **ONE** box for each Standard |
| **Not Meeting****the Standards** | **Meeting** **the** **Standards** | **Meeting the Standards with good elements** | **Meeting the Standards with very good elements** |
| Beginning | Consistently | Beginning | Consistently | Beginning | Consistently |
| **Part One: Teaching** |
| **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 assessments |  |  |  |  |  |  |  |
| **S7** | Manage behaviour effectively to ensure a good and safe learning environment |  |  |  |  |  |  |  |
| **S8** | Fulfil wider professional responsibilities |  |  |  |  |  |  |  |

The content of this End-Point Review will be used by Newman University staff to write the trainee’s First Appointment Reference

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| **Part Two: Professional attributes**  | Pass | Fail |
| Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school:  | 🗌 | 🗌 |
| * 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
 | 🗌 | 🗌 |
| * 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
 | 🗌 | 🗌 |

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| **School Experience File**  | Complete | Partial |
| * At least one lesson observation has been completed every week and a weekly meeting has taken place
 | 🗌 | 🗌 |
| * Lesson evaluation in the form of annotated lesson plan and a daily formal evaluation are maintained in the teaching file
 | 🗌 | 🗌 |
| * Pupil assessment data is maintained within the teaching file
 | 🗌 | 🗌 |
| * Please list any areas of the trainee’s SE file that require development:
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| **Additional information to support a First Appointment Reference for the Trainee [PT/SBT/CT to complete]**  |
| In class: |
| With pupils: |
| With colleagues: |
| Wider school: |
| With parents: |

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| PT type Name: |  | Date: |  |
| Trainee type Name: |  | Date: |  |
| SBT/CT type Name: |  | Date: |  |

Partnership Tutor to email finalised End-Point Review to the Faculty of Education Office: primaryse@newman.ac.uk