

## Primary School Experience Review of Progress – Mid-Point and End-Point Academic Year 2020-2021

**Final SE (SE3) PGCE**  **UG**  [please indicate]

**Mid-point review**  [please indicate]

**End-point review**  [please indicate]

**PT/SBT/CT: Please refer to the School Experience Module Log for guidance**

<b>Trainee</b>	<b>Click or tap here to enter text.</b>
Year of Entry	Click or tap here to enter text.
School	Click or tap here to enter text.
Year Group	Click or tap here to enter text.
Class teacher (CT)	Click or tap here to enter text.
School-Based Tutor (SBT)	Click or tap here to enter text.
Partnership Tutor (PT)	Click or tap here to enter text.

**NB A trainee who does not evidence they have Met the Standards in all areas by the End point review will be recorded as a fail.**

1. If Below Trajectory is recorded against any one area of the Standards, a Support Plan or Cause for Concern **MUST** be issued by the PT, SBT or CT.
2. Cause for Concern in Part Two of the Standards may result in the placement being ended by the PT, SBT or CT where this is deemed as unprofessional conduct.

### Mid-Point Assessment

<b>Part One: Teaching</b>	<b>Below Trajectory for QTS Intervention</b>	<b>On Trajectory for QTS</b>	<b>Met Standard</b>
<b>S1:</b> Set high expectations which inspire, motivate and challenge pupils	<input type="checkbox"/>	<input type="checkbox"/> With Support <input type="checkbox"/> Independently	<input type="checkbox"/> With Support <input type="checkbox"/> Independently
<b>S2:</b> Promote good progress and outcomes by pupils	<input type="checkbox"/>	<input type="checkbox"/> With Support <input type="checkbox"/> Independently	<input type="checkbox"/> With Support <input type="checkbox"/> Independently
<b>S3:</b> Demonstrate good subject and curriculum knowledge	<input type="checkbox"/>	<input type="checkbox"/> With Support <input type="checkbox"/> Independently	<input type="checkbox"/> With Support <input type="checkbox"/> Independently
<b>S4:</b> Plan and teach well-structured lessons	<input type="checkbox"/>	<input type="checkbox"/> With Support <input type="checkbox"/> Independently	<input type="checkbox"/> With Support <input type="checkbox"/> Independently
<b>S5:</b> Adapt teaching to respond to the strengths and needs of all pupils	<input type="checkbox"/>	<input type="checkbox"/> With Support <input type="checkbox"/> Independently	<input type="checkbox"/> With Support <input type="checkbox"/> Independently
<b>S6:</b> Make accurate and productive use of assessments	<input type="checkbox"/>	<input type="checkbox"/> With Support <input type="checkbox"/> Independently	<input type="checkbox"/> With Support <input type="checkbox"/> Independently
<b>S7:</b> Manage behaviour effectively to ensure a good and safe learning environment	<input type="checkbox"/>	<input type="checkbox"/> With Support <input type="checkbox"/> Independently	<input type="checkbox"/> With Support <input type="checkbox"/> Independently
<b>S8:</b> Fulfil wider professional responsibilities	<input type="checkbox"/>	<input type="checkbox"/> With Support <input type="checkbox"/> Independently	<input type="checkbox"/> With Support <input type="checkbox"/> Independently

The content of the End-Point Review may be used by Newman University staff to write the trainee's First Appointment Reference  
**Trainee: Upload a copy to Mahara and file a paper copy in their SE File**

<b>Part Two: Professional attributes</b>	Pass	Fail
Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school:	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>showing tolerance of and respect for the rights of others</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>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</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>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</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>

<b>School Experience File</b>	Complete	Partial
<ul style="list-style-type: none"> <li>At least one lesson observation has been completed every week and a weekly meeting has taken place</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>Lesson evaluation in the form of annotated lesson plan and a daily formal evaluation are maintained in the teaching file</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>Evidence that pupil assessment data has been maintained and used to support planning</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Please list any areas of the trainee's SE file that require development:</b>
Click or tap here to enter text.

PT name and date	Click or tap here to enter text.
Trainee name and date	Click or tap here to enter text.
CT or SBT name and date	Click or tap here to enter text.



## End-Point Assessment

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 Below Trajectory in **one area at End Point** will be recorded as a **fail for SE**.

<b>Part One: Teaching</b> [Please tick <b>ONE</b> box for each Standard]	<b>Below Trajectory for QTS FAIL</b>	<b>Met Standard at a Minimum level PASS</b>	<b>Met Standard at a Good level PASS</b>	<b>Met Standard at a High level PASS</b>
<b>S1:</b> Set high expectations which inspire, motivate and challenge pupils	<input type="checkbox"/>	<input type="checkbox"/> With Support <input type="checkbox"/> Independently	<input type="checkbox"/> With Support <input type="checkbox"/> Independently	<input type="checkbox"/> With Support <input type="checkbox"/> Independently
<b>S2:</b> Promote good progress and outcomes by pupils	<input type="checkbox"/>	<input type="checkbox"/> With Support <input type="checkbox"/> Independently	<input type="checkbox"/> With Support <input type="checkbox"/> Independently	<input type="checkbox"/> With Support <input type="checkbox"/> Independently
<b>S3:</b> Demonstrate good subject and curriculum knowledge	<input type="checkbox"/>	<input type="checkbox"/> With Support <input type="checkbox"/> Independently	<input type="checkbox"/> With Support <input type="checkbox"/> Independently	<input type="checkbox"/> With Support <input type="checkbox"/> Independently
<b>S4:</b> Plan and teach well-structured lessons	<input type="checkbox"/>	<input type="checkbox"/> With Support <input type="checkbox"/> Independently	<input type="checkbox"/> With Support <input type="checkbox"/> Independently	<input type="checkbox"/> With Support <input type="checkbox"/> Independently
<b>S5:</b> Adapt teaching to respond to the strengths and needs of all pupils	<input type="checkbox"/>	<input type="checkbox"/> With Support <input type="checkbox"/> Independently	<input type="checkbox"/> With Support <input type="checkbox"/> Independently	<input type="checkbox"/> With Support <input type="checkbox"/> Independently
<b>S6:</b> Make accurate and productive use of assessments	<input type="checkbox"/>	<input type="checkbox"/> With Support <input type="checkbox"/> Independently	<input type="checkbox"/> With Support <input type="checkbox"/> Independently	<input type="checkbox"/> With Support <input type="checkbox"/> Independently
<b>S7:</b> Manage behaviour effectively to ensure a good and safe learning environment	<input type="checkbox"/>	<input type="checkbox"/> With Support <input type="checkbox"/> Independently	<input type="checkbox"/> With Support <input type="checkbox"/> Independently	<input type="checkbox"/> With Support <input type="checkbox"/> Independently
<b>S8:</b> Fulfil wider professional responsibilities	<input type="checkbox"/>	<input type="checkbox"/> With Support <input type="checkbox"/> Independently	<input type="checkbox"/> With Support <input type="checkbox"/> Independently	<input type="checkbox"/> With Support <input type="checkbox"/> Independently

<b>Part Two: Professional attributes</b>	Pass	Fail
Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school:	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>showing tolerance of and respect for the rights of others</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>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</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>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</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>

<b>School Experience File</b>	Complete	Partial
<ul style="list-style-type: none"> <li>At least one lesson observation has been completed every week and a weekly meeting has taken place</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>Lesson evaluation in the form of annotated lesson plan and a daily formal evaluation are maintained in the teaching file</li> </ul>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>Evidence that pupil assessment data has been maintained and used to support planning</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>

<p><b>Please list any areas of the trainee's SE file that require development:</b></p> <p>Click or tap here to enter text.</p>
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**Comments should be based on the Assessment Criteria for Newman Trainee Teachers (typical indicators and characteristics)**

<b>S1: Set high expectations which inspire, motivate and challenge pupils</b>
Strengths demonstrated: Click or tap here to enter text.
Areas for development: Click or tap here to enter text.
<b>S2: Promote good progress and outcomes by pupils</b>
Strengths demonstrated: Click or tap here to enter text.
Areas for development: Click or tap here to enter text.
<b>S3: Demonstrate good subject and curriculum knowledge</b>
Strengths demonstrated: Click or tap here to enter text.
Areas for development: Click or tap here to enter text.
<b>S4: Plan and teach well-structured lessons</b>
Strengths demonstrated: Click or tap here to enter text.
Areas for development: Click or tap here to enter text.
<b>S5: Adapt teaching to respond to the strengths and needs of all pupils</b>
Strengths demonstrated: Click or tap here to enter text.
Areas for development: Click or tap here to enter text.
<b>S6: Make accurate and productive use of assessments teach well-structured lessons</b>
Strengths demonstrated: Click or tap here to enter text.
Areas for development: Click or tap here to enter text.
<b>S7: Manage behaviour effectively to ensure a good and safe learning environment</b>
Strengths demonstrated: Click or tap here to enter text.
Areas for development: Click or tap here to enter text.
<b>S8: Fulfil wider professional responsibilities</b>
Strengths demonstrated: Click or tap here to enter text.
Areas for development: Click or tap here to enter text.

**Additional information to support a First Appointment Reference for the Trainee [PT/SBT/CT to complete]**

In class:	Click or tap here to enter text.
With pupils:	Click or tap here to enter text.
With colleague:	Click or tap here to enter text.
Wider school:	Click or tap here to enter text.
With parents:	Click or tap here to enter text.

PT name and date	Click or tap here to enter text.
Trainee name and date	Click or tap here to enter text.
CT or SBT name and date	Click or tap here to enter text.

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