



School Experience 1 [SE1] End-Point Review Form Academic Year 2018-2019

Please refer to the School Experience Module Log

- Trainee to draft EPR and share with the SBT/CT at the weekly meeting
- SBT/CT to email draft EPR to the PT for comments
- SBT/CT to finalise EPR with trainee and email to the PT
- PT to email finalised EPR to the Faculty of Education Office

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

UG SE1 PGCE SE1 (highlight as appropriate)

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

S1: Set high expectations which inspire, motivate and challenge pupils

Strengths demonstrated:

Areas for development:

S3: Demonstrate good subject and curriculum knowledge

Strengths demonstrated:

Areas for development:

S4: Plan and teach well structured lessons

Strengths demonstrated:

Areas for development:

S7: Manage behaviour effectively to ensure a good and safe learning environment

Strengths demonstrated:

Areas for development:

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. <i>A trainee who does not meet the Standards in <u>one area</u> will be recorded as a fail.</i>		End-Point Grades Please highlight ONE box for each Standard				
		Not Meeting the Standards	Beginning to Meet the Standards	Meeting the Standards	Meeting the Standards with good elements	
					Beginning	Independently
Part One: Teaching						
S1	Set high expectations which inspire, motivate and challenge pupils					
S3	Demonstrate good subject and curriculum knowledge					
S4	Plan and teach well structured lessons					
S7	Manage behaviour effectively to ensure a good and safe learning environment					

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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Trainee to put a paper copy in SE file and up-load onto Mahara

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

School Experience File	Complete	Partial
<ul style="list-style-type: none"> At least one lesson observation has been completed every week and a weekly meeting has taken place 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Lesson evaluation in the form of annotated lesson plan and a daily formal evaluation are maintained in the teaching file 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Pupil assessment data is maintained within the teaching file 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Please list any areas of the trainee's SE file that require development: 		

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

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