## **Primary School Experience Stage 1 End-Point Assessment**

## **Academic Year 2023-2024**

**Stage 1 PGCE  UG** [please indicate]

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

| **Trainee name** | **Click or tap here to enter text.** |
| --- | --- |
| 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. |
| Mentor (M) | Click or tap here to enter text. |
| Professional Mentor (PM) | Click or tap here to enter text. |
| Placement Tutor (PT) | 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 **feedback** given during formal lesson observations, weekly meetings and review of the Newman Curriculum Continuous Assessment Tool (NCCAT). **If any area is below trajectory, a support plan must be implemented with immediate effect.** A trainee below trajectory in **three or more areas at End-Point** will be recorded as a **fail for Stage 1.**

| **Part One: Teaching**  [Please tick **ONE** boxfor each Newman Curriculum theme] | **Below Trajectory for QTS**  **FAIL** | **Met Expectations at a Minimum level**    **PASS** | **Met Expectations – Secure**    **PASS** |
| --- | --- | --- | --- |
| 1. **Role of the Teacher** |  | With Support (Amber) | Independently (Green) |
| 1. **Teaching, Learning and Assessment** |  | With Support (Amber) | Independently (Green) |
| 1. **Adaptive Practice** |  | With Support (Amber) | Independently (Green) |
| 1. **Understanding and Managing Behaviours** |  | With Support (Amber) | Independently (Green) |
| 1. **Subject Knowledge** |  | With Support (Amber) | Independently (Green) |

| **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 |  |  |
| **School Experience Record** | 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 regular reflection/evaluation of practice has been maintained on e-Portfolio |  |  |

| **Please list any areas of the trainee’s practice that are particular strengths:** |
| --- |
| Click or tap here to enter text. |
| **Please list any areas that require development:** |
| 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. |
| PM or M name and date | Click or tap here to enter text. |

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