## **Primary School Experience Stage 3 End-Point Assessment**

## **Academic Year 2023-2024**

**Final SE (Stage 3) PGCE  UG** [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 (PT) | 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). A trainee Below Trajectory in **one area at End-Point** will be recorded as a **fail for Stage 3.**

| **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** | **IF APPLICABLE:**  **Exceeded expectations (ECT columns on NCCAT)**  **Exceeding**  **PASS** |
| --- | --- | --- | --- | --- |
| 1. **Role of the Teacher**   **(S1, S8)** |  | With Support (Amber) | Independently (Green) | working within exceeding NCCAT band |
| 1. **Teaching, Learning and Assessment**   **(S2, S4, S6)** |  | With Support (Amber) | Independently (Green) | working within exceeding NCCAT band |
| 1. **Adaptive Practice**   **(S5)** |  | With Support (Amber) | Independently (Green) | working within exceeding NCCAT band |
| 1. **Understanding and Managing Behaviours**   **(S7)** |  | With Support (Amber) | Independently (Green) | working within exceeding NCCAT band |
| 1. **Subject Knowledge**   **(S3)** |  | With Support (Amber) | Independently (Green) | working within exceeding NCCAT band |

| **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-Portolio |  |  |

**Please indicate any particular strengths and areas to support development as an ECT. Comments should be based on the Assessment Criteria for Newman Trainee Teachers (found in the Newman Curriculum Continuous Assessment Tool NCCAT).**

|  |  |  |
| --- | --- | --- |
| **Role of the teacher:** | | |
| **S1** | Set high expectations which inspire, motivate and challenge pupils | Strengths: |
| Areas for Development: |
| **S8** | Fulfil wider professional responsibilities | Strengths: |
| Areas for Development: |
| **Teaching, Learning and assessment:** | | |
| **S2** | Promote good progress and outcomes by pupils | Strengths: |
| Areas for Development: |
| **S4** | Plan and teach well- structured lessons | Strengths: |
| Areas for Development: |
| **S6** | Make accurate and productive use of assessments | Strengths: |
| Areas for Development: |
| **Subject Knowledge:** | | |
| **S3** | Demonstrate good subject and curriculum knowledge | Strengths: |
| Areas for Development: |
| **Adaptive practice:** | | |
| **S5** | Adapt teaching to respond to the strengths and needs of all pupils | Strengths: |
| Areas for Development: |
| **Understanding and Managing Behaviour** | | |
| **S7** | Manage behaviour effectively to ensure a good and safe learning environment | Strengths: |
| Areas for Development: |

**Additional information to support a First Appointment Reference for the Trainee [PM/M 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. |
| PM or M name and date | Click or tap here to enter text. |

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