

## Early Years and Primary Education Learning Evaluation Record

To be used in conjunction with the section entitled 'Assessment Guidance' in the Professional Practice Handbook

Name of Trainee	Abbie Seavers
Programme	BA Hons
Professional Practice	1B
School/Setting Name	Ostwaldwick P. Sch.
Date and Time	19.5.16
Name of Observer and Role	Helen Harrison
Year / Class Group	3
Subject	Geography / Topic
Duration of Lesson Observation	1/2 hr.

Evaluation Methods:		
In order to make a judgement about the overall quality of teaching, the following additional activities need to be undertaken.	Discussion with Mentor / Teacher	✓
	Discussion with Trainee	✓
	Discussion with Learners	✓
	Discussion with TA / Other Adult	✓
	Learners' responses within the lesson and in their books / work	✓
	Quality and impact of the Trainee's marking and feedback	✓
	The Trainee's assessment and planning records in their files	✓
	Trainee self-evaluation of their impact on Learners' progress and learning over time	✓
	Observation of teaching and learning <i>Between 20 and 30 minutes</i>	✓

Trainee's Current Targets	Review of Current Targets
"Loss learning time" to ensure all ch are making progress through their engagement.	ongoing

Key Strengths Please make direct reference to the Teachers' Standards and range of observation methods	Teachers' Standards Prompts (1 - 4)
<p>TS1 &gt; Clear introduction challenging children to achieve Bronze Silver or/and Gold award</p> <p>TS2 &gt; Starter task - AFL for children to identify &amp; record progress</p> <p>TS2 &gt; Active learning adopted with a rotation of tasks with time limits to ensure pace</p> <p>Games used to embed knowledge of continents</p> <p>&gt; Introduced activities so children were aware of the expectations</p> <p>TS4 &gt; Video clearly reinforces the name - location of 7 continents</p> <p>TS4 &gt; 2 tables involve writing facts which enabled ch to have more time of this focus</p> <p>&gt; Planning is imaginative &amp; engaging games used to make learning fun.</p> <p>&gt; Returned to AFL task to support children in recognising their learning during the lesson 😊</p>	<p><b>TS1 Set high expectations which inspire, motivate and challenge pupils</b> Standard Prompts:</p> <ul style="list-style-type: none"> <li>Establish a safe and stimulating environment for pupils, rooted in mutual respect</li> <li>Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</li> <li>Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils</li> </ul> <p><b>TS2 Promote good progress and outcomes by pupils (Core Standard)</b> Standard Prompts:</p> <ul style="list-style-type: none"> <li>Be accountable for pupils' attainment, progress and outcomes</li> <li>Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these</li> <li>Guide pupils to reflect on the progress they have made and their emerging needs</li> <li>Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</li> <li>Encourage pupils to take a responsible and conscientious attitude to their own work and study</li> </ul> <p><b>TS3 Demonstrate good subject and curriculum knowledge</b> Standard Prompts:</p> <ul style="list-style-type: none"> <li>Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings</li> <li>Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</li> <li>Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject</li> </ul> <p><b>TS4 Plan and teach well-structured lessons</b> Standard Prompts:</p> <ul style="list-style-type: none"> <li>Impart knowledge and develop understanding through effective use of lesson time</li> <li>Promote a love of learning and children's intellectual curiosity</li> <li>Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</li> <li>Reflect systematically on the effectiveness of lessons and approaches to teaching</li> <li>Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)</li> </ul>

File - one file - separate this into 3 for Phase 2

Copies to: White - Trainee; Yellow - Visiting Tutor; Green - Mentor

Setup File 1 now taking 2 more ready for Jan 17

This information will be used solely for the purpose of evaluating assessment and may be disclosed to external examiners

> continue to prioritise assessment → Assessment as Learning 1



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Impact of Teaching on Learners' Learning and Progress (within the lesson and over time) Please make direct reference to the Teachers' Standards and range of observation methods, including displays and continuous provision		Teachers' Standards Prompts (5 - 8)	
<p>A range of exciting activities TS1 Pace was considered a timer used to support this. TS4 Good use of ICT TS4 Active learning opportunities TS2/5</p>		<p><b>TS5 Adapt teaching to respond to the strengths and needs of all pupils</b> <b>Standard Prompts:</b></p> <ul style="list-style-type: none"> <li>Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</li> <li>Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these</li> <li>Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development</li> <li>Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them</li> </ul>	
<p><b>Areas to Develop</b> Please make direct reference to the Teachers' Standards and range of observation methods</p>		<p><b>TS6 Make accurate and productive use of assessment</b> <b>Standard Prompts:</b></p> <ul style="list-style-type: none"> <li>Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</li> <li>Make use of formative and summative assessment to secure pupils' progress</li> <li>Use relevant data to monitor progress, set targets, and plan subsequent lessons</li> <li>Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback</li> </ul> <p><b>TS7 Manage behaviour effectively to ensure a good &amp; safe learning environment.</b> <b>Standard Prompts:</b></p> <ul style="list-style-type: none"> <li>Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy</li> <li>Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</li> <li>Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</li> <li>Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary</li> </ul> <p><b>TS8 Fulfil wider professional responsibilities</b> <b>Standard Prompts:</b></p> <ul style="list-style-type: none"> <li>Make a positive contribution to the wider life and ethos of the school</li> <li>Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</li> <li>Deploy support staff effectively</li> <li>Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</li> <li>Communicate effectively with parents with regard to pupils' achievements and well-being</li> </ul>	
<p><b>Agreed New SMART Targets</b> &amp; ensure all ch are working to their potential. <del>Interactions</del> Please make direct reference to the Teachers' Standards</p>		<p><b>TS2</b> &gt; Check children's understanding of tasks by asking ch. to repeat your expectations</p> <p><b>TS4</b> &gt; Ensure you have enough resources for the fact activity - colour code differentiated</p> <p><b>TS4</b> &gt; Reflect upon your role - how can you best promote learning during the rotation of tasks?</p> <p><b>TS5</b> &gt; Don't be afraid to stop &amp; return to plan if e.g. the video missed. is going to affect the lg.</p> <p><b>TS3</b> &gt; Check misconceptions - eg. Alaska. read facts written &amp; give praise / extend H.A.</p>	
<p><b>Agreed New SMART Targets</b> &amp; ensure all ch are working to their potential. <del>Interactions</del> Please make direct reference to the Teachers' Standards</p>		<p><b>TS4</b> &gt; Voice - try to vary to volume, tone of your voice &amp; consider the speed of your speech in different situations.</p> <p><b>TS2</b> &gt; "Less learning time" - low level disruptions to ensure all are on task all the time</p>	
Using the range of evidence available, please judge the overall quality of the Trainee's teaching	1	2	<p><b>Requires Improvement</b> If a Trainee receives this grade, please contact the relevant University Visiting Tutor immediately (Phase 2 only)</p>
			<p><b>Inadequate</b> If a Trainee receives this grade, please contact the relevant University Visiting Tutor immediately.</p>
Name, Signature and Role of Observer		W. Wilson	
Name, Signature and Role of Observer 2		C. [Signature] (For joint observations)	
Name, Signature of Trainee		A. Jones	

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