

Early Years and Primary Education Learning Evaluation Record

To be used in conjunction with the section entitled 'Assessment Guidance' in the Professional Practice Handbook and the Assessment and Grading Criteria Grid.

Name of Trainee	Abbie Seavers.
Programme	
Professional Practice	
School Setting Name	Notton CPS
Date and Time	15.2.17 11am
Name of Observer and Role	SARAH BATES. DEPUTY.
Year / Class Group	Y1
Subject	LITERACY.
Duration of Lesson Observation	45mins.

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 Trainees' marking and feedback	
	The Trainees' 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
TS5 -Differentiation -use of the TA ✓	TA had a copy of planning Continue to develop use of visual aids for LAs.

<p>Key Strengths please include the lesson observation and the outcomes for learners. Please make direct reference to the Teachers' Standards and range of observation and evaluation methods (using the evaluation box above)</p> <p><u>Grammar starter</u> -Reinforced letter names when spelling and adding es/s. -Opportunities for children to record words on boards. -Good pace ensured children progressed in their understanding of plurals.</p> <p><u>main</u> children were able to give definitions of a noun, verb and adjective and give some examples. clear explanations ensured children knew what to do. All children remained on task. During the plenary, children confidently shared the vocabulary they had found using appropriate terms. Children were also able to correct each other if a mistake was made.</p>	<p>Teachers' Standards Prompts (1 - 4)</p> <p>TS1 Set high expectations which inspire, motivate and challenge pupils Standard Prompts:</p> <ul style="list-style-type: none"> Establish a safe and stimulating environment for pupils, rooted in mutual respect ✓ Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions ✓ Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils ✓ <p>TS2 Promote good progress and outcomes by pupils (Core Standard) Standard Prompts:</p> <ul style="list-style-type: none"> Be accountable for pupils' attainment, progress and outcomes ✓ Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these ✓ Guide pupils to reflect on the progress they have made and their emerging needs ✓ Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching ✓ Encourage pupils to take a responsible and conscientious attitude to their own work and study ✓ <p>TS3 Demonstrate good subject and curriculum knowledge Standard Prompts:</p> <ul style="list-style-type: none"> Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings ✓ Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship ✓ 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 ✓ <p>TS4 Plan and teach well-structured lessons Standard Prompts:</p> <ul style="list-style-type: none"> Impart knowledge and develop understanding through effective use of lesson time ✓ Promote a love of learning and children's intellectual curiosity ✓ Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired ✓ Reflect systematically on the effectiveness of lessons and approaches to teaching ✓ Contribute to the design and provision of an engaging curriculum within the relevant subject area(s) ✓
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Copies to: White – Trainee; Yellow – Visiting Tutor; Green – Mentor

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Name of Trainee:		Teachers' Standards Prompts (5 - 8)
Impact of Teaching on Learners' Learning and Progress <i>(within the lesson and over time)</i> Please make direct reference to the Teachers' Standards and range of observation and evaluation methods (see evaluation box page 1) including displays and continuous provision		
Children were able to apply previously taught knowledge of nouns, verbs and adjectives. Children were demonstrating they are beginning to use these terms accurately. Some children could have progressed further and by sorting their own words into V, N + Adj.		
Areas to Develop Please make direct reference to the Teachers' Standards and range of observation and evaluation methods (see evaluation box page 1)		
<p><u>Planning</u></p> <ul style="list-style-type: none"> - Include personal targets at the top/bottom. - Include key questions and how you could develop children's understanding further if required (mastery). <p><u>Key points</u></p> <ul style="list-style-type: none"> - Check font on your screens. - Ensure children can see highlighting on the visualiser. - Ensure LAPs have concrete concrete/visual resources to support them. 		
Agreed New SMART Targets Please make direct reference to the Teachers' Standards		<p>TS5 Adapt teaching to respond to the strengths and needs of all pupils Standard Prompts:</p> <ul style="list-style-type: none"> • Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively • Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these • 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 • 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 <p>TS6 Make accurate and productive use of assessment Standard Prompts:</p> <ul style="list-style-type: none"> • Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements • Make use of formative and summative assessment to secure pupils' progress • Use relevant data to monitor progress, set targets, and plan subsequent lessons • Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback <p>TS7 Manage behaviour effectively to ensure a good & safe learning environment. Standard Prompts:</p> <ul style="list-style-type: none"> • 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 • Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly • Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them • Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary <p>TS8 Fulfil wider professional responsibilities Standard Prompts:</p> <ul style="list-style-type: none"> • Make a positive contribution to the wider life and ethos of the school • Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support • Deploy support staff effectively • Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues • Communicate effectively with parents with regard to pupils' achievements and well-being
TS5 Differentiate appropriately (especially during inputs), using resources to support the LAPs groups.		

Using the range of evidence available, please judge the overall quality of the Trainee's teaching	1	2	Requires Improvement If a Trainee receives this grade, please contact the relevant University Visiting Tutor immediately (Phase 2 only)	Inadequate If a Trainee receives this grade, please contact the relevant University Visiting Tutor immediately.
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Name, Signature and Role of Observer	SARAH BATES DEPUTY. <i>S. Bates</i>	Date of Learning Evaluation
Name, Signature and Role of Observer 2	(For joint Learning Evaluations)	
Name, Signature of Trainee	ABBIE SEEVERS <i>A. Seavers</i>	16.2.17

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

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