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| Trainee: |  | School: |  |
| Date: |  | Subject (Secondary): |  |
| Mentor: |  | Professional Tutor: |  |
| Lead School: |  | Partnership Link Tutor: |  |

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| **The aim of this visit is to:** |
| 1. Review how the trainee has settled into their school community and their well-being. 2. Check for completion of Initial Needs Analysis and Audits. 3. Check that the trainee has set up Observation, Teaching and Training files. 4. Discuss trainee’s academic progress, wider academic reading and how this is evidenced in the reflective journal ( reading, observation and practice ). 5. Check the trainee has a clear understanding of the Areas of Focus. 6. Check the trainee is aware that the ITT Core Content Framework is woven through their teacher training at all levels, school-based and central training, that the Teachers Standards are used at the end of the course as a form of assessment. 7. Have a professional discussion with the stakeholders about how to use the Gateway 1: Autumn Term with Trainee progress summary and agree a formative assessment judgement. 8. Ensure stakeholders understand the lines of communication within the Partnership as they start their training with CTTP and where to access support at partner school, lead school and central team . 9. **Quality assure lead and partner school practice and evaluate whether the school/trainee might need additional support from their Lead School or Carmel Teaching Team and a request to be made following this visit.** |

Record of meeting with **Trainee**

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| **Key Questions:**  ***Trainees to be encouraged to share their observation notes and Reflective Journal entries when discussing the questions below.*** | | |
| 1.How have you settled in ? Are you managing your work life balance ? Do you understand the support structures that are in place ? | |  |
| 2.Have you completed the Initial Needs Analysis ? What did you find out about your training needs ? Have you completed any pre-course tasks / audits? Have you set up your files ? |  | |
| 3.Describe a cycle of reading, observation and practice. Note a piece of academic reading that you have undertaken. Explain how this informed an observation and subsequent practice. |  | |
| 4.Which training has had the greatest impact on you this half term?  What did you learn? What impact will this have on your teaching? What are your next steps to further develop your knowledge, understanding and skills in this area? |  | |
| 5.Describe a **focused observation.** What did you learn? What impact will this have on your teaching? What are your next steps to further develop your knowledge, understanding and skills in this area? |  | |
| 6.Describe your understanding of the Areas of Focus, Core Content Framework and Teaching Standards. |  | |
| **Summary discussion with Trainee:** | | |
| **Areas of strength:** | | |
| **Areas for development:** | | |

Record of meeting with **Professional Tutor/Mentor**

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| \*Provide a brief outline of the trainee’s predicted training schedule for the year. | | | | | | |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | |
| **Key questions** | | | | | | |
| 1.How has the trainee settled in ? Are they managing your work-life balance ? Do they understand the support structures that are in place ? | | | | | |  |
| 2.How well has the trainee: engaged with the children/ students? Developed positive, professional relationships within the school setting? Demonstrated professionalism and commitment to the school and their training? | | | | | |  |
| 3. Do you feel that you have the resources / capacity available to support training ? Can you tell me about recent mentor sessions ? Have the PT / Mentor attended central training ? | | | | | |  |
| 4.Can you describe the discussion with your trainee about their focused observations and how you deconstructed with them the various approaches they observed? | | | | | |  |
| **Summary Discussion with PT/Mentor:** | | | | | | |
| **Areas of strength:** | | | | | | |
| **Areas for development:** | | | | | | |

**Partnership Link Tutor (PLT) Visits**

The role of the Partnership Link Tutor is to assure quality of training within partnership schools. In order to support the in-school training and assure trainee progress the PLT will visit each school.

**The PLT 1 visit should take approximately 2 ½ - 3 hours. Timings to be agreed with the Professional Tutor prior to the visit. See suggested plan below but it may be in a different order:**

* Meeting for professional discussion with Professional Tutor (10 min.)
* Meeting for professional discussion with Mentor (30 min.)
* Joint observation of trainee teaching an engagement task or lesson (20-30 min.).
* Meeting for professional discussion with Trainee (30 min. +)

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| **Quality Assurance Questions:** | |
| From the visit, **through discussion and review of paperwork** the following questions need to be addressed:   1. Are weekly targets focused, progressive and appropriate? Does the trainee know what success looks like for their targets? (See Reflective Journal/Handbooks) 2. How does the school (Professional Tutor) assure:  * Lesson observation accuracy, formative judgements and targets for development. * Overall formative judgement of the trainee against the Areas of Focus is accurate. | |
| **Details of Agreed Actions Moving Forward:** | |
| **Actions** | **Who/Timescale** |
| 1. Trainee to send their Trainee Progress Report and PLT 1 Report to MS / IK by 14th Oct. | Trainee/14th Oct |
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**Documentation Checklist**

**The Partnership Link Tutor will require the completed documentation listed below for their visit.**

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| **Documentation** | | **Tick** |
| **1: All lesson observations File** | Matrix evidencing areas of focus is completed by the trainee. |  |
| **2: Teaching File(s)** | File is organised. |  |
| **3: Training File(s)** | All notes from school-based and central training e.g. focused observations, staff training, etc. Evidence of academic reading and assignments. |  |
| **4: Training Handbook** | Evidence of meetings and target setting. Do these targets match with those in the Reflective Journal? |  |
| **5. Reflective Journal including notes of mentor meetings** | Is the trainee’s Reflective Journal up-to-date and targets, actions to complete the targets and success criteria evident? (Extract from one week to be emailed prior to PLT1 visit). |  |
| **6. Trainee Progress Report** | For discussion at this visit and to be submitted at half term by Friday 21st October. Agree the baseline on TPR with PLT. |  |
| **7. Trainee Progress Summary - Gateway 1: Autumn Term** | Discuss how this is to be used ie. evidence of trainee progress towards meeting the areas of focus on a weekly basis. |  |
| **8. Subject Audits** | Have the audits / baseline been completed to meet the trainees ongoing training needs? |  |
| **9. Initial Needs Analysis** | Completed and targets set. |  |
| **10. Training Schedule** | Is there a Training Schedule for the year that shows all compliant aspects, such as two key stages, a minimum breadth of 4 years, the KS before and after? |  |

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| **Record of formative evaluation** | | | | | |
| AOF 1 |  | | | |
| **1 - \*** Communicated a belief in the academic potential of all pupils. \* Demonstrated consistently high behavioural expectations. | | **7 - \*** Developed a positive, predictable and safe environment for pupils. \* Established effective routines and expectations.\*Built trusting relationships.\* Motivated pupils. | |
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| AOF 2 |  | | | |
| 4 -\* Avoided overloading working memory. \* Built on pupil’s prior knowledge. \* Increased the likelihood of material being retained. | **4** - \* Planned effective lessons. \* Made good use of expositions, \* Modelled effectively. \* Stimulated pupil thinking and checked for understanding. | | **5** - \*Developed an understanding of different pupil needs. \*Provided opportunity for all pupils to experience success. \*Met individual needs without creating unnecessary workload. \*Grouped pupils effectively. |
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| AOF 3 |  |
| **3 – \***Delivered a carefully sequenced and coherent curriculum. \*Supported pupils to build increasingly complex mental models. \*Developed fluency. \*Helped pupils apply knowledge and skills to other contexts. \*Developed pupils’ literacy. |
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| AOF 4 |  |
| **8**- \*Developed as a professional. \*Built effective working relationships. \*Managed workload and wellbeing. |
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| AOF5 |  |
| **6** \*Avoided common assessment pitfalls, \*Checked prior knowledge and understanding during lessons. \*Provided high-quality feedback. \*Made marking manageable and effective. |
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| **Record of Evidence** | | |
| **Planning** |  | |
| **Starter**  **Activities** |  | |
| **Main Teaching Activities** |  | |
| **Assessment / Plenary** |  |  |