

**Sprimg Term**

**Gateway Two**

**Including Trainee Progress**

**Summary**

**Name:**

**School:**

**Trainee Progress Summary**

**Document guidance:-**

* This document is an ongoing document. It is to be **filled in and added to weekly** throughout your training. This is the Spring Term document which includes Gateway Two. There will be additional documents in the Summer terms.
* It is your personal record of evidence of progress.
* This document must be available for your mentor to review during your weekly mentor meeting/training and for your Partnership Link Tutor (PLT). This document should be discussed / used for target setting at weekly mentor meetings.
* You will use this document to record your professional discussions, reflecting on your experiences in your training and tracking your progress in meeting the expectations of Gateway 2 by Easter. ***Record your evidence from second school placement in the first half of the Spring term in one colour and change the colour to record the evidence within your main school in the second half.***
* **Highlight** the Gateway 2 document as you meet the requirements for each area of focus and record your evidence on the sheets below- simple notes with dates. Keep it simple and brief.
* Your Professional Tutor, Mentor and Partnership Link Tutor will review this document regularly.

**It is a course requirement that all trainees complete this document on an ongoing basis throughout their training year and it is available when requested.**

**Verified**: Mentor:   
*(Sign & Date)* PT:

PLT:

**Expectations for Gateway Two**

**By the End of Term 2 (Gateway Two)**

The evidence collected will be through the discussions around and evidence in, the trainee’s Observations, Mentor records and the Trainee Progress Report and will show as a minimum the following evidence.

It is anticipated that the vast majority of trainees will meet and may begin to exceed these requirements by Easter.

The judgements made are in collaboration between the Link Tutor, Professional Tutor/Mentor and with the Trainee but the final decision is with the Partnership Link Tutor.

This document will be used throughout the term to **focus training** and assist in **target setting**. Any Trainee at risk of not meeting the basic requirements will be **supported** throughout the term.

Any Trainee deemed to have not met the requirements at Easter will be notified in writing before the end of term and offered a support plan.

**Key to evidence banks:** LO: Lesson observations with evaluations (File A). LP: Lesson plans including series of lessons. VE:Verified evidence. RJ: Reflective Journal entries including analytical reflections, academic reading (AR) and development of subject knowledge (SK). Pupil tracking and assessment evidence(PT & A). Annotated pupils work and photographs (verified evidence). TPR: Trainee Progress Report. SKfT: Subject knowledge audits and training records. CPD/ Training records and certificates eg. Level 1 Safeguarding.

**Expected teaching requirement based on 3 days in the week as I day per week (or equivalent) out of class for academic study, planning, preparation etc. and one day for central training (see calendar):**

**PRIMARY Spring Term: 50% timetable allocation that is 7-8 planned and taught lessons per week.**

**SECONDARY Spring Term: 50% timetable allocation that is 8-12 planned and taught lessons per week**

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| **AOF 1** | | | | | | |
| **High Expectations** | **Within** | | **Meeting** | | | **Exceeding** |
| 1. Plan a lesson (s) that set challenge (LP) 2. Engage most pupils in their learning (LO) 3. Develop a rapport with pupils (LO) 4. Behave professionally with colleagues parents and carers (PR) 5. Show enthusiasm in lessons (LO / PR) 6. Support the ethos of the school (PR/ RJ) | | 1. Plan lessons that are reliably challenging 2. Ensure all groups of pupils are engaged in the learning 3. Generate a climate where mutual respect between learners and trainee is evident 4. Most learners are enthused and motivated | | | 1. Able to plan lessons that are consistently and always challenging in both age ranges. 2. Able to ensure all groups of pupils are consistently encouraged to participate in the learning. In lessons, pupils are enthusiastic, participate and commit to learning. 3. Successful in developing the confidence of learners to tackle challenging learning activities. |
| **Managing Behaviour** | **Within** | | **Meeting** | | | **Exceeding** |
| 1. Apply the main school rules and policies for behaviour (LO) 2. Explain the range of behaviour strategies a teacher can use 3. They are able to create a positive learning environment through praise and use of school policies. (LO) 4. Explain when they would ask for additional support when necessary 5. Explain how their lesson planning will have a positive impact on behaviour 6. Explain how barriers to learning can lead to misbehaviour 7. Can work with other professionals within school to reduce misbehaviour caused by identified pupil (LO) 8. Explain what is likely to lead to challenging behaviour in their main school context. | | 1. Apply school behaviour policies consistently and fairly 2. Use a range of effective behaviour strategies 3. Manage pupil behaviour effectively and disruption to the lesson is unusual 4. Actively seek support to address significant challenging behaviour | | | 1. Maintain high quality behaviour across the age and ability range. 2. Explain a range of strategies about how to promote excellent behaviour. 3. Apply a range of strategies for positive behaviour effectively. 4. Manage pupil behaviour with ease and learners display high levels of engagement. 5. Seek support for significant challenging behaviour when (if) needed. |
| **AOF 1** | | | | | | |
| **Trainee to record and briefly reflect on the impact of any evidence collected to support individual substandard. Mentor to check and discuss the evidence with trainee.** | | | | | | |
| **High Expectations** | | | | **Managing Behaviour** | | |
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| **AOF 2** | | | | | | |
| **How pupils learn** | **Within** | **Meeting** | | | **Exceeding** | |
| 1. **With support set work, assess and record pupil progress (PR)** 2. **Design medium term plans based on pupil progress** 3. **Design and deliver single lessons that demonstrate pupils have made progress (LP)** 4. **Design and deliver lessons with teaching strategies that encourage independent learning (LP)** 5. **Support pupils in reflecting on their own learning (LP)** 6. **Explain effective teaching strategies and why one has been chosen over another** 7. **Show that groups of pupils make at least satisfactory progress (LO/ assessment records)** | 1. Assume responsibility for pupil attainment /progress 2. Medium term plans show effective pupil progress over time 3. All lesson plans focus’ on prior attainment 4. Lessons routinely include pupil learning reflections 5. Lesson routinely include independent learning strategies 6. The majority of pupil make progress in most lessons | | | 1. Assume a high level of responsibility for attainment, progress and outcomes of pupils they teach. 2. Plan lessons independently and with confidence. 3. Explain confidently how and why they have planned lessons that build on prior attainment. 4. Effectively promote pupil self-reflection. 5. Ensure challenge is securely set from prior attainment. 6. Accurately assess pupil work. 7. Create lessons with autonomous learning in which the majority of pupils make progress all of the time. | |
| **Classroom Practice** | **Within** | **Meeting** | | | **Exceeding** | |
| 1. **Use a range of teaching strategies in their lessons. (LO)** 2. **Teach Satisfactory lesson that include some elements of all the following, Pace, flexibility, pupil engagement. (LO)** 3. **Can design lessons with homework as an integral part of the planning and extension of learning (LP)** 4. **Lesson evaluations are detailed (LP / RJ)** 5. **Lesson evaluations feed into next lessons (LP / RJ)** 6. **Work with others to design engaging learning from medium term planning (LP)** | 1. Demonstrate a willingness to try out new teaching strategies 2. Teach some good lessons including pace, differentiation and cohesion between Learning objectives, learning activities and assessment strategies 3. Lesson evaluations are detailed and effective in trainee progress 4. Develop their own teaching resources | | | 1. Plan lessons that show creativity and imagination. 2. Produce lesson evaluations and the reflective journal is highly effective in evaluating. 3. Accurately judge their impact on groups of learners and lesson plans (Files A and B) show this reflective practice. 4. Contribute to school resources for curriculum planning. | |
| **Adaptive teaching** | **Within** | **Meeting** | | | **Exceeding** | |
| 1. **Teach lessons that are planned to focus on groups of pupils with specific needs (LP)** 2. **Explain the factors that are barriers to learning** 3. **Explain how teachers might address these barriers** 4. **With support teach lessons which address some of the needs of pupils (LO)** 5. **Explain how children’s development has impact on learning** 6. **Explain how diversity of the pupils can lead to different teaching strategies including EAL, SEN(D)** 7. **Can evaluate the impact of their own teaching of individual pupils (LP /RJ)** | 1. Plan lessons with detailed differentiation to address the needs of groups and individuals. 2. Secure progress and identify pupil progress. 3. Deploy effective strategies to overcome barriers to learning. | | | 1. All lessons are differentiated taking into account strengths and needs. 2. A range of teaching styles are planned and delivered (not just by outcome). 3. Intervention strategies are employed where needed. Trainee is able to explain in detail the impact of different strategies on the engagement in lessons and learning progress. | |

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| **AOF 2** | | |
| **Trainee to record and briefly reflect on the impact of any evidence collected to support individual substandard. Mentor to check and discuss the evidence with trainee.** | | |
| **How pupils learn** | **Classroom Practice** | **Adaptive Teaching** |
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| **AOF3** | | | |
| **Curriculum** | **Basic expectations to have met Gateway One** | **Above expectations for Gateway One** | |
| **Within** | **Meeting** | **Exceeding** |
| 1. **Teach lessons with appropriate subject knowledge (LO)** 2. **Explain the development of learning across the age group** 3. **Answer pupil questions confidently and correctly (LO)** 4. **Use subject language correctly (LO)** 5. **Show improved subject/ pedagogical knowledge (SKfT) this term.** 6. **Use learning opportunities to improve literacy in lessons (LP/LO)**   **Show an awareness of an understanding of Systematic Synthetic Phonics and how it is applied in their main school**  **Show an awareness of teaching and assessing early mathematics and ‘Understanding Arithmetic in ITT Mathematics’ and how pupil learn numeracy in their main school** | 1. Use subject knowledge to keep the pupils interested during lessons 2. Use questioning to develop and explore wider understanding. 3. Address common misconceptions with confidence. 4. Proactively engages in further SKfT training 5. Extend the pupils learning in literacy   Show and demonstrate a developed and secure knowledge of SSP for the phase they are being trained to teach  Show and demonstrate a developed and secure knowledge of teaching mathematics for the phase they are being trained to teach | 1. Use subject knowledge in an innovative way to keep the pupils interested during lessons.. 2. Use questioning independently to develop and explore wider understanding.. 3. Address common misconceptions with confidence and be aware of them before the lesson. 4. Engage in further SKfT training and be independently aware of individual needs 5. Extend pupils learning through innovative literacy.   Show and demonstrate a developed and secure knowledge of SSP for the phase they are being trained to teach and an understanding of the phases before and after.  Show and demonstrate a developed and secure knowledge of teaching mathematics for the phase they are being trained to teach and an understanding of the phases before and after. |

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| **AOF3** |
| **Trainee to record and briefly reflect on the impact of any evidence collected to support individual substandard. Mentor to check and discuss the evidence with trainee.** |
| **Curriculum** | |
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| **AOF 4** | | | |
| **Professional Behaviours** | **Basic expectations to have met Gateway One** | **Above expectations for Gateway One** | |
| **Working within** | **Working at** | **Working above** |
| **Evidence shows that the trainee is able to:-**   1. **Contribute to the wider life of the school.** 2. **Work well with colleagues to collaborate on a project.** 3. **Plan for the deployment of support staff effectively** 4. **seek and respond positively to advice from colleagues on the needs of specific pupils** 5. **seek and respond positively to advice from colleagues (Mentor / Professional Tutor) to improve their own teaching** 6. **reflect on their own progress and share in the setting of targets for further improvement (reflective Journal)** 7. **engage positively in professional development to improve their own teaching** 8. **communicate parents effectively (parents evening / pupil reports)** 9. **explain other reasons and methods of engaging parents in their child’s progress** | **Evidence for good or excellent trainee progress shows the trainee is able to:-**   1. Show they are pro-active in seeking out opportunities to add to the wider life of the school. 2. Work collaboratively with colleagues on a regular basis. 3. Take responsibility for the deployment of support staff. 4. Take responsibility for seeking advice and guidance in relation to pupils with individual needs. 5. Deliberately seek opportunities to develop professionally. 6. Actively respond positively to all advice and support given. 7. Communicate very effectively with parents and carers. | 1. On their own initiative, make a significant contribution to wider life of the school. 2. Demonstrate regular team work with colleagues. 3. Effectively deploy support staff in lessons with positive impact on pupil progress 4. Deliberately seek professional development. 5. Respond positively to and take action on feedback given by in-school and link trainees. 6. Very effectively communicate verbally and in writing with parents and carers through routine school systems and proactively to intervene to secure pupil progress |

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| **AOF 4** |
| **Trainee to record and briefly reflect on the impact of any evidence collected to support individual substandard. Mentor to check and discuss the evidence with trainee.** |
| **Professional Behaviours** |
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| **AOF 5** | | | |
| **Assessment** | **Basic expectations to have met Gateway One** | **Above expectations for Gateway One** | |
| **Working within** | **Working at** | **Working above** |
| **The evidence demonstrates that the trainee is able to**   1. **Show awareness of how to assess pupils work accurately against national benchmarks (moderated marked work)** 2. **Lesson plans show formative and summative assessment strategies (LP)** 3. **Deliver lesson with formative assessment strategies (LO)** 4. **Adapt lessons based on previous assessment (annotated LP)** 5. **Explain how the main school records and reports data on pupil progress and attainment** 6. **Explain how pupil data is used to design lessons** 7. **Track and monitor a sample of pupils for progress against set targets (teacher assessment records)** 8. **Mark pupil work positively and constructively and give oral feedback (LO)** | **Evidence for good or excellent trainee progress shows the trainee is able to:-**   1. Assess pupil work accurately against national benchmarks, with increased confidence. 2. Adapt their teaching during lessons as a response to formative assessment. 3. Keep systematic records of pupil progress for all pupils taught. 4. Set relevant targets for a set of pupils based on their progress. 5. Effectively feedback to pupils on their progress. | 1. Routinely and confidently assess pupil work accurately against national benchmarks. 2. Keep and update each week, accurate records of pupil progress. 3. Work with pupils to target improvement ensuring that they make rapid progress. 4. Ensure that all lessons have effective assessment strategies planned and delivered and intervention taken mid lesson when needed. |

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| **AOF 5** |
| **Trainee to record and briefly reflect on the impact of any evidence collected to support individual substandard. Mentor to check and discuss the evidence with trainee.** |
| **Assessment** |
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| **PART TWO: Personal and Professional Conduct** |
| **Evidence shows that the trainee is able to…** |
| * **Demonstrate high levels of commitment** * **Explain safeguarding policies and practices** * **Explain the curriculum requirements** * **Explain the role of teaching in the social and cultural diversity** |
| * **Follow school policies for staff and pupils including staff attendance and punctuality to school and to lessons** |
| * **Explain their responsibility for the promotion of equal opportunities** * **Explain their duties in the STPC** |

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| **Trainee to record and briefly reflect on the impact of any evidence collected to support individual substandard. Mentor to check and discuss the evidence with trainee.** |
| **Part Two : Personal and Professional Conduct** |
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