# PRIMARY PGCE Visiting Tutor Record Sheet

# Phase 2 Placement

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Trainee** |  | | **School** |  | | | |
| **SD provider** (if applicable) |  | | **SD contact** |  | | | |
| **Mentor** |  | | | | | **Year Group** |  |
| **Key information**  ***Overview of any adjustments to the placement or any specific progress needed to be made by the trainee*** |  | | | | | | |
| **Checklist for discussion with mentor and trainee during first visit (highlight if completed)** | | | | | | | |
| Timetable for School-Based Tasks set up | | Trainee understands the expectations of the Weekly Review and Talk-throughs | | | Have they started the focus pupil observations and activities to inform Pupil Progress activity | | |
| If not in place, set a clear target and review date. | | | | | | | |
| Mentor has accessed Development sessions or videos on school experience site | | Mentor understands the expectations around assessment | | | Mentor understands their role in the weekly review and Talk-throughs | | |
| Question for mentor: How has the trainee(s) settled into the placement? What are the emerging strengths of the trainee(s)? Do you have any concerns? | | | | | | | |
| Any further questions raised? | | | | | | | |

|  |  |
| --- | --- |
| **Notes from any additional emails or meetings that are relevant to record** | |
| **Mentor** | **Trainee** |
|  |  |

|  |
| --- |
| **First visit record** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Area of Curriculum:** | | | | **Year Group:** | | |
| **Observed by:** | | | | | | **Date:** |
| **CONTEXT OF OBSERVATION** | | | | | | |
| **Lesson Objective:** | **Number of adults present:** | | | | | |
| **Professional Development Focus (PDF)** | | | | | **Whole class**  **Small group** | |
| **Lesson plan** (please tick)**:** | | | Opportunities for assessment  Adaptive teaching strategies considered  Learning episodes clear  Lesson plan checked and agreed 24 hours before | | | |
| Learning objective and success criteria clear  Learning activities relate to Learning Objectives  Pupil Progress | | |
| **Key questions to consider when observing the trainee: Use the CARD 1 and prompt cards to help make comments and questions relevant to the current Phase and the university sessions** | | | | | | |
| **Make notes to detail what you observe picking out key observations around pupil progress and draw out relevant observations linked to the trainee’s PDF.** | | **What questions do you want to ask the trainee about what is observed to help draw out reflections on pupil progress** | | | | |
| Strengths: | | Questions / areas for development: | | | | |
| **Post - lesson feedback and discussion**  **Please ask the trainee the following questions:**   * **To what extent did the children meet the learning objective? *(How do you know?)*** * **What are the implications for future teaching?**   **Comment on the extent to which the trainee’s response shows their understanding of their impact on pupil progress:** | | | | | | | |
| **Comment on the extent to which the PDF was achieved during the lesson:** | | | | | | | |
| **Overall Strengths (Highlight three main strengths – you may want to link this to CARD 1)** | | | | | | |
|  | | | | | | |
| **Target for development** | | | | | | |
| **(Please make sure this target is SMART – specific, measurable, achievable, realistic, time-bound)**  **(Verb – Object – Result)**  Please include when this target will be revisited (i.e. in the next lesson, in the weekly review, during an observation of another colleague) | | | | | | |
| **Any points for immediate action:** | | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Use fundamental English and maths** | | | | | |
| **Spoken (grammar, clear pronunciation and vocabulary)**  Accurate  Area for development *(please give details below)* | | **Written (grammar, spelling, punctuation and legibility**)  Accurate  Area for development *(please give details below)* | **Reading (fluently and with good understanding)**  Accurate  Area for development *(please give details below)* | **Mathematical skills**  Accurate  Area for development *(please give details below)* | |
| **Standards Part 2: Personal and Professional Conduct** | | | | | |
| **P2i** | Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school | | | |  |
| **P2ii** | Teachers must have a proper and professional regard for the ethos, policies and practices of the school in which they teach | | | |  |
| **P2iii** | Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities | | | |  |
| **If NO, please clearly state the reasons below:** | | | | | |

|  |  |
| --- | --- |
| **Comments relating to Professional Development** | |
| **Files are well organised and contain all required elements:** | |
| **Plans**  **Evaluations**  **Weekly Reviews fully completed and uploaded**  **PDFs are appropriate** | **Tracking of learning**  **Mentor observation**  **Weekly Review SMART targets are appropriate**  **Observations of children**  **Observations of teachers** |
| **Targets** | |
| **Are targets that have been set for the weekly review appropriate and relevant?**  i.e. does it include Verb – Object – Result? E.g. To use modelling within maths teaching so lower attaining pupils make progress | |
| **Quality of professional development documentation** | |
| **Have the school-based tasks been planned in and has the rationale for these been fully understood?** | |
| **Is there evidence of the trainee being reflective as part of the weekly review?**  **More than just a description of what they did**  **Relating reflections to developing practice and how they will use these reflections**  **Reflections are from different perspectives, using Brookfield’s lenses**  **Reflections include reference to research and university taught sessions** | |
| **Any key development points to work on to ensure weekly reviews and Talk-throughs are more effective?** | |
| **Any key development points to work on to ensure the trainee fully understands the links between planning, evaluation and assessment?** | |
| **Any points for immediate action relating to documentation and school-based tasks:** | |

|  |
| --- |
| **Second visit record** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Area of Curriculum:** | | | | **Year Group:** | | |
| **Observed by:** | | | | | | **Date:** |
| **CONTEXT OF OBSERVATION** | | | | | | |
| **Lesson Objective:** | **Number of adults present:** | | | | | |
| **Professional Development Focus (PDF)** | | | | | **Whole class**  **Small group** | |
| **Lesson plan** (please tick)**:** | | | Opportunities for assessment  Adaptive teaching strategies considered  Learning episodes clear  Lesson plan checked and agreed 24 hours before | | | |
| Learning objective and success criteria clear  Learning activities relate to Learning Objectives  Pupil Progress | | |
| **Key Questions to consider when observing the trainee**  **Use the CARD 1 and prompt cards to help make comments and questions relevant to the current Phase and the university sessions** | | | | | | |
| **Make notes to detail what you observe picking out key observations around pupil progress and draw out relevant observations linked to the trainee’s PDF.** | | **What questions do you want to ask the trainee about what is observed to help draw out reflections on pupil progress** | | | | |
| Strengths: | | Questions / areas for development: | | | | |
| **Post - lesson feedback and discussion**  **Please ask the trainee the following questions:**   * **To what extent did the children meet the learning objective? *(How do you know?)*** * **What are the implications for future teaching?**   **Comment on the extent to which the trainee’s response shows their understanding of their impact on pupil progress:** | | | | | | | |
| **Comment on the extent to which the PDF was achieved during the lesson:** | | | | | | | |
| **Overall Strengths (Highlight three main strengths – you may want to link this to CARD 1)** | | | | | | |
|  | | | | | | |
| **Target for development** | | | | | | |
| **(Please make sure this target is SMART – specific, measurable, achievable, realistic, time-bound)**  **(Verb – Object – Result)**  Please include when this target will be revisited (i.e. in the next lesson, in the weekly review, during an observation of another colleague) | | | | | | |
| **Any points for immediate action:** | | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Use fundamental English and maths** | | | | | |
| **Spoken (grammar, clear pronunciation and vocabulary)**  Accurate  Area for development *(please give details below)* | | **Written (grammar, spelling, punctuation and legibility**)  Accurate  Area for development *(please give details below)* | **Reading (fluently and with good understanding)**  Accurate  Area for development *(please give details below)* | **Mathematical skills**  Accurate  Area for development *(please give details below)* | |
| **Standards Part 2: Personal and Professional Conduct** | | | | | |
| **P2i** | Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school | | | |  |
| **P2ii** | Teachers must have a proper and professional regard for the ethos, policies and practices of the school in which they teach | | | |  |
| **P2iii** | Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities | | | |  |
| **If NO, please clearly state the reasons below:** | | | | | |

|  |  |
| --- | --- |
| **Comments relating to Professional Development** | |
| **Files are well organised and contain all required elements:** | |
| **Plans**  **Evaluations**  **Weekly Reviews fully completed and uploaded**  **PDFs are appropriate** | **Tracking of learning**  **Mentor observation**  **Weekly Review SMART targets are appropriate**  **Observations of children**  **Observations of teachers** |
| **Targets** | |
| **Are targets that have been set for the weekly review appropriate and relevant?**  i.e. does it include Verb – Object – Result? E.g. To use modelling within maths teaching so lower attaining pupils make progress | |
| **Quality of professional development documentation** | |
| **Have the school based tasks been planned in and has the rationale for these been fully understood?** | |
| **Is there evidence of the trainee being reflective as part of the weekly review?**  **More than just a description of what they did**  **Relating reflections to developing practice and how they will use these reflections**  **Reflections are from different perspectives, using Brookfield’s lenses**  **Reflections include reference to research and university taught sessions** | |
| **Any key development points to work on to ensure weekly reviews and Talk-throughs are more effective?** | |
| **Any key development points to work on to ensure the trainee fully understands the links between planning, evaluation and assessment?** | |
| **Any points for immediate action relating to documentation and school-based tasks:** | |

Signed by: Visiting Tutor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This form will be uploaded to the trainee’s E-portfolio and emailed to the mentor