# PRIMARY PGCE Visiting Tutor Record Sheet

# Phase 3 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 3 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 3)** |
|  |
| **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 3 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 3)** |
|  |
| **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