Primary Partnership Student Teacher Interim Progress Report

This report should be completed by the mentor at the mid-point of each school experience.

Full Name of Student

School

School Experience Please circle

Interim Progress Report

Please circle

BA Year 1

BA Year 2

BA Year 3

PGCE

Initial

PGCE Final

Full Name of Student

School

School Experience

Please circle

BA Year 1

BA Year 2

BA Year 3

PGCE

Initial

PGCE Final

When deciding on grades it should represent the ‘best fit’. The grades arrived at should be evidence-based, drawing on evidence from a range of sources. Please refer to page 5 of Teachers’ Standards: Ensuring student progress booklet.

Teacher’s Standards

Outstanding (1); Good (2); Requires improvement to be consistently good (3); Inadequate (4) or Insufficient Evidence (IE)

Interim report grade (current grade)

Comments

- Where a student is graded as less than ‘good’ we require a concise summary of the core issues that need to be addressed.
- Addressing the core issues may not result in an overall ‘good’ for the specific TS at end of the SE, but the student should be able to demonstrate good progress within the areas identified.

Predicted grade (the expected grade for the end)

Please identify and briefly summarise the key strengths in relation to the student’s teaching which has enabled them to positively impact on pupil learning in the lessons that they have taught. These comments should be linked to the relevant grade descriptors.

Where a student’s teaching is graded less than ‘good’, please summarise the core issues that need to be addressed.

Please refer to pages 8 and 9 of the Teachers’ Standards: Ensuring student progress booklet regarding how to arrive at an overall interim and predicted grade.

Overall grade

Part 2

Personal and Professional conduct: does the student conduct themselves professionally and in the manner outlined in Part 2 of the Standards?

Yes

No

Please comment on the student’s overall progress at this point of the practice

NB Students with a predicted grade of 3 or 4 the student should notify his/her link tutor and personal tutor immediately.

Specific commentary on pupil progress

Please comment on the impact that the student’s teaching is having on pupil learning and progress over time. You may wish to draw upon specific examples / groups of pupils. The student should be able to provide evidence (e.g. observation notes / work samples...) to support the judgements made on pupil progress.

Central to a student’s success is the impact that they have on pupil learning and progress in the lessons that they teach. Please comment on the impact that the student’s teaching is having on pupil learning and progress over time. Please provide specific examples and link to groups of pupils (e.g. G&T, LAC, boys, BME, EAL, SEN etc.).

Next Step: Please also ensure that the Targeted Intervention Plan (TIP) is also completed.
Primary Partnership Targeted Intervention Plan (TIP)

Making reference to the grade descriptors against the Teachers’ Standards, the mentor, together with the student, should identify targets and strategies to support the student in moving towards at least ‘good’, or in the case of students already attaining ‘good’, to move to ‘outstanding’ by the end of the school experience.

<table>
<thead>
<tr>
<th>Relevant Teachers’ Standard</th>
<th>SMART Target</th>
<th>Strategies / planned school based training to support</th>
<th>Success criteria</th>
<th>Review point &amp; next steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Targets should be linked explicitly to the Teachers’ Standards grade descriptors within the Teachers’ Standards: Ensuring student progress booklet</td>
<td>Targets should be accompanied by clearly defined training – i.e. how is School Based Training being used to support?</td>
<td>Success criteria should link to the impact that the student is having on pupil learning</td>
<td>TIP targets should be medium term targets and progress towards targets should be reviewed at weekly meetings and at the end of the School Experience.</td>
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<tr>
<td>They should be used to move a student from good to outstanding or from RI to good etc</td>
<td>Please bullet point the strategies / additional support that will be implemented to support the student in relation to the target set.</td>
<td>It should bullet point: • What the desired impact is. i.e. how will student performance and progress be judged against the target? • What evidence there could be that would indicate success.</td>
<td>When reviewing please consider: • What impact has the target had on pupils and also the quality of the student’s teaching? What are the next steps?</td>
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<tr>
<td>3 prioritised areas should be identified – when identifying the 3 areas, the focus should be on which 3 areas will support the student to have an even greater impact on the progress of pupils</td>
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Students should forward a copy of this report to their link tutor and personal tutor

Mentor Signed __________________________ Print Name __________________________ Date __________________

Student Teacher Signed __________________________ Print Name __________________________ Date __________________

Target setting: When discussing the three priority targets please consider how will these target support the student make a greater impact on the progress of the pupils in the class?

Remember to watch our vidcast on setting effect targets
https://www.youtube.com/watch?v=3ILY64W12pM
Primary Partnership Rapid Accelerated Progress Plan (RAPP)

<table>
<thead>
<tr>
<th>Full Name of Student</th>
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<tr>
<td>School</td>
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**School Experience**

<table>
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<th>TS3</th>
<th>TS4</th>
<th>TS5</th>
<th>TS6</th>
<th>TS7</th>
<th>TS8</th>
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Making reference to the grade descriptors against the Teachers' Standards Teachers’ Standards, the mentor, together with the student, should identify targets and strategies to support the student in moving towards at least ‘good’ in the areas of concern.

<table>
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<th>Teachers’ Standard</th>
<th>SMART Target</th>
<th>School support and planned interventions</th>
<th>Student action</th>
<th>Review point</th>
<th>How I know I have achieved this</th>
<th>Next steps</th>
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<td>Please bullet point the strategies / additional support that will be implemented to support the student in relation to the target set.</td>
<td>Specific actions that the student will take should also be bullet - pointed.</td>
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Comments on progress made (mentor/link tutor/student), including evidence to support:

- RAPP targets should be medium term targets and progress towards targets should be reviewed at weekly meetings and at the end of the School Experience. Review points should be identified on the RAPP.

When reviewing please consider:

- What impact has the target had on pupils and also the quality of the student’s teaching? What are the next steps? Next steps should be bullet pointed in the relevant column.
- Is the student now demonstrating more consistently the criteria to be graded at least ‘2’ in the particular Teachers’ Standard?