



PGCE Primary Progress Review Meeting

Name:

Date:

This week I HAVE BEEN working towards these Teachers' Standards:

Teachers' Standard AND sub section	What actions I have taken....	The impact has been...	Target achieved?
TS1 (b)	I have set challenges for pupils during their learning. Some pupils have been stretched and reached unexpected goals, particularly KB (See Learning and Assessment Plan – Week 7).	Pupils have become more focused during their learning and have found the motivation to continue to accomplish new goals and be challenged.	✓
TS2 (c)	I have been recapping previous learning and the beginning of all my lessons to guide pupils to reflect on their progress. I have done this in creative ways, such as “grammar bingo” at the beginning of a lesson to consolidate the week’s learning (See Learning and Assessment Plan and Resources – Week 7).	Pupils have become more aware of the gaps in their learning, as have I. This has helped me to identify next steps and any areas that need further attention going forward. It has also given those pupils who are making good progress the confidence to be stretched and challenged.	✓
TS3 (c)	During my literacy lessons I have modelled numerous examples of WAGOLL. I have also created rubrics for the pupils to use to ensure their writing is of a high standard and includes the key features we have been focusing on (See Resources – Week 6 and 7).	Pupils have been including success criteria in their writing. Some pupils in particular have progressed fantastically, surprising themselves (KB). This has resulted in positive verbal feedback and a boost in confidence for me and the pupils.	✓

Trainee review of the children's and their own progress in relation to the Teachers' Standards:		Mentor review of the children's and trainees progress in relation to the Teachers' Standards:	
Prepare these notes about the children's and your own progress prior to the meeting with your mentor. Use learning plans, observations, assessment documents etc as evidence for these. Where there has been no progress in a standard then acknowledge this and consider this as a possibility for a target for next week.		Please comment on children's and trainees own progress as discussed during the weekly review meeting. Where there has been no progress in a standard then acknowledge this and consider this as a possibility for a target for next week. Please identify any areas of concern which need addressing.	
TS1	Set high expectations which inspire, motivate and challenge pupils	TS1	Set high expectations which inspire, motivate and challenge pupils
	<p>I have set challenges for pupils during their learning. Some pupils have been stretched and reached unexpected goals, particularly KB (See Learning and Assessment Plan – Week 7).</p> <p>I have made expectations clear to all pupils by differentiating tasks for different abilities (See Lesson Observation Form – Week 7).</p> <p>I have given verbal feedback to particular pupils during their learning while assessing progress to encourage them to push themselves further and reach new goals. This has been successful (See Learning and Assessment Plan – Week 7).</p>		<p>During teaching in Maths and literacy XXX has set high expectations. Using differentiation to support all pupils.</p> <p>Expectations have been made clear using Rubrics for literacy. Different tasks planned for a range of abilities – expectations were clearer stated so pupils knew what they needed to achieve in the lesson time.</p> <p>Motivational bingo game. Using the recognition display and class certificates and positive praise to encourage pupils to be focused and try their best.</p>
TS2	Promote good progress and outcomes by pupils	TS2	Promote good progress and outcomes by pupils
	<p>I have been recapping previous learning and the beginning of all my lessons to guide pupils to reflect on their progress. I have done this in creative ways, such as “grammar bingo” at the beginning of a lesson to consolidate the week's learning (See Learning and Assessment Plan and Resources – Week 7).</p> <p>I have begun to take a step back with my teaching and hand over the responsibility of learning to the pupils. I have started to include activities in my lessons, such as “grammar bingo” and “rearrange the sentence”, which have given pupils the opportunity to consolidate their own learning (See Learning and Assessment Plan and Resources – Week 7).</p>		<p>Good progress has been achieved through the use of motivational assessment in Bingo. Marking and feedback used to promote progress and outcomes.</p> <p>Pupils are taking more ownership of their work and recognising that they need to be motivated and that they are responsible for what they achieve. Setting high expectations for all abilities that are realistic is helping pupils to identify their success criteria.</p> <p>Next steps being used to identify the way that work needs to be improved. Purple pen reflection time used daily to consolidate.</p>
TS3	Demonstrate good subject and curriculum knowledge	TS3	Demonstrate good subject and curriculum knowledge

	<p>During my literacy lessons I have modelled numerous examples of WAGOLL. I have also created rubrics for the pupils to use to ensure their writing is of a high standard and includes the key features we have been focusing on (See Resources – Week 6 and 7).</p> <p>I have developed my own subject knowledge this week, particularly in literacy. I have done this while planning and creating resources. My knowledge of conjunctions and features of non-fiction texts has improved, and this has supported my ability to teach confidently and address any misconceptions. (See Learning and Assessment Plan and Resources – Week 7).</p>		<p>During literacy XXX has shown pupils examples of what she expects using a WAGOLL. They also have Rubrics to explain the success criteria. To create these effectively XXX has checked the expectations with the class teacher and also done her own research relevant to the age/ability of the class.</p>
TS4	<p>Plan and teach well-structured lessons</p> <p>I have adapted my lessons to become much more engaging this week. I have switched from using pen and paper on the board to using the projector to display my teaching. This has saved a lot of time during lessons and has kept the focus of pupils (See Resources – Week 7).</p> <p>I have also started to include engaging activities involving all pupils, for example “grammar bingo” where pupils have been in teams, and “rearrange the sentence” where pupils stood at the front of the class holding a part of a sentence and they communicated with one another to form as many different sentences as possible (See Resources – Week 7).</p>	TS4	<p>Plan and teach well-structured lessons</p> <p>Using the IWB this week to teach during literacy so that she uses a range of teaching techniques.</p> <p>Engaging the pupils in a variety of motivational activities to enthuse and encourage enjoyment and therefore making the lessons more memorable.</p> <p>Starting to plan lessons for the next week that cover a wider range of curriculum subjects – DT, ART, RE and PSHE.</p>
TS5	<p>Adapt teaching to respond to the strengths and needs of all pupils</p> <p>I have continued to differentiate learning appropriately for all pupils (See Resources – Week 7).</p> <p>I have also adapted my teaching to respond to the strengths and needs of all pupils. This has been done through 1:1 support during lessons and being prepared to set challenges for those pupils who are showing good progress and strengths in areas of their learning (See Learning and Assessment Plan and Resources – Week 7).</p>	TS5	<p>Adapt teaching to respond to the strengths and needs of all pupils</p> <p>Adapting lessons to suit the strengths and needs of the pupils. Using planning to influence the next steps in whole class, group and individual teaching.</p> <p>Planning to suit the differentiation of the class. Resources suited to the range of abilities. There are also 2 differentiated Rubrics to give realistic challenges to the range of abilities in the class.</p>

			Adapting during a planned literacy lesson to allow for the facts that pupils needed longer to write their story introduction.
TS6	Make accurate and productive use of assessment	TS6	Make accurate and productive use of assessment
	I have marked pupils' books and set next steps according to their progress. This has given me the opportunity to consolidate learning in following lessons and know where to start individual pupils on tasks I have set (See Learning and Assessment Plans – Week 7). I have also marked practice SATs papers with my class teacher to establish gaps in learning to identify next steps.		Marking SAT's papers for maths, also marking the York Reading papers and discussing the assessment outcomes with the class teacher. Identifying with the Class Teacher the possible gaps in learning to address in the coming weeks. Using daily marking after teaching a lesson to give next steps. Also giving the pupils instant verbal feedback so that they can progress and move forward.
TS7	Manage behaviour effectively to ensure a good and safe learning environment	TS7	Manage behaviour effectively to ensure a good and safe learning environment
	I have consistently used the recognition board in my lessons, focusing on the target that is in place for the class (See Lesson Observation Form – Week 7). I have also used praise to identify pupils, who are demonstrating positive learning behaviour, to the whole class.		Using the recognition board to identify good behaviours. Pupils moved to sit independently if their learning behaviour is affecting others and themselves. Clear expectations established so the pupils know what behaviour is expected. WD and ATD spoken to by XXX to establish expectations – low level disruption addressed.
TS8	Fulfil wider professional responsibilities	TS8	Fulfil wider professional responsibilities
	I have deployed the class TA appropriately during my lessons, identifying where support is necessary (See Learning and Assessment Plans – Week 7). I have also been present during a parent-teacher consultation where I observed the class teacher discussing a pupils' progress with the parent.		Utilising the TA effectively to support the class and individuals during whole class teaching. Attending some parent teacher consultation meetings. XXX has taken recommendations from her UT and has put actions in place to ensure she continues to make relevant progress.

	I have taken feedback from my university tutor and acted on the suggestions made (See University Tutor Visit Record – Week 7).		
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Any particular areas of concern which need addressing from your discussions linked to the Teachers' Standards:

N/A

This week I WILL BE working towards these Teachers' Standards:

Teachers' Standard AND sub section	The actions I will take...	The impact will be...
TS4 (a)	<p>I will include engaging activities during my lessons to impart knowledge and develop understanding.</p> <p>I will also make use of the projector to display teaching materials which will not require me to write during lessons, thus saving lesson time.</p>	<p>Pupils will become much more focused during lessons and will engage through a variety of stimulating activities. This will impact on their progress, motivation and behaviour.</p>
TS4 (b)	<p>I will teach science (the water cycle) and encourage discussions around the topic to promote curiosity.</p> <p>I will find begin to teach different subjects other than maths and literacy, such as DT, to create a love of learning for pupils who may be more creative.</p>	<p>Pupils will have the opportunity to discuss ideas and question one another, resulting in them becoming curious learners.</p> <p>Pupils will experience a variety of lessons, which will enable them to be creative and active with their learning.</p>
TS5 (d)	<p>I will adapt my teaching to meet the needs of all pupils by preparing tasks for individual abilities.</p> <p>I will also include a variety of teaching approaches to support the needs of all pupils, such as discussions with talk partners, group work, the use of technology and the opportunity to physical move around the class.</p>	<p>Pupils will have the opportunity to be challenged and will remain focused in their learning.</p> <p>Pupils will experience a variety of activities within their lessons which will engage them and encourage those who may not learn best through writing, promoting progress for all.</p>