

Formal Review Point and Summative Report Form

Please refer to the assessment Overview Guidance when completing this report.

Trainee Name	
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Phase - Please tick the relevant box

Formal Review Point		Summative	
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Secondary	Spanish	German	French	English	Geography	History	Mathematics	Physics	Chemistry	Biology

School				
Secondary (Age Range) <i>(Please tick all relevant boxes where teaching has been undertaken by the trainee)</i>	KS3	KS4	KS5	P16
Name of Curriculum Mentor				
Name of Professional Mentor				

Notes for Guidance

Please use the Assessment Overview Guidance and the Grading Criteria when reaching a judgement. Trainees are given an overall interim and summative grade based upon their grades against each of the teaching standards.

A trainee who is graded as RI at the Summative Meeting may be able to extend their placement or undertake further training in another school to support further development and achievement. Mentors and trainees must consider these options for an overall grade of RI.

The grading process is a triangulation between trainee, Curriculum Mentor and/or Professional Mentor and the Operational Lead and the grades should be agreed and confirmed during the Mentor meeting. The trainee should complete the trainee reflection on each standard prior to the meeting.

Please note: This report (Summative only) will inform the targets for the trainee's Career Entry Development Profile and NQT year. It will also be used to inform their reference.

TS1 Set high expectations which inspire, motivate and challenge pupils	Grade
<p>Standard Prompts:</p> <ul style="list-style-type: none"> • Establish a safe and stimulating environment for pupils, rooted in mutual respect • Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions • Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils 	

Trainee Reflection on Achievement (Standard 1)

Curriculum Mentor's Feedback (Standard 1)

Targets

TS2 Promote good progress and outcomes by pupils	Grade

- Standard Prompts:**
- Be accountable for pupils' attainment, progress and outcomes
 - Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
 - Guide pupils to reflect on the progress they have made and their emerging needs
 - Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
 - Encourage pupils to take a responsible and conscientious attitude to their own work and study

Trainee Reflection on Achievement (Standard 2)

Curriculum Mentor's Feedback (Standard 2)

Targets

TS3 Demonstrate good subject and curriculum knowledge	Grade
<p>Standard Prompts:</p> <ul style="list-style-type: none"> • Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings • Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship • Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject 	

Trainee Reflection on Achievement (Standard 3) Please comment against all relevant curriculum areas

Curriculum Mentor's Feedback (Standard 3) Please comment against all relevant curriculum areas

Targets

TS4 Plan and teach well-structured lessons

Grade

Standard Prompts:

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

Trainee Reflection on Achievement (Standard 4)

Curriculum Mentor's Feedback (Standard 4)

Targets

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TS5 Adapt teaching to respond to the strengths and needs of all pupils	Grade

Standard Prompts:

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

Trainee Reflection on Achievement (Standard 5)

Curriculum Mentor's Feedback (Standard 5)

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Targets

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TS6 Make accurate and productive use of assessment	Grade

- Standard Prompts:**
- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
 - Make use of formative and summative assessment to secure pupils' progress
 - Use relevant data to monitor progress, set targets, and plan subsequent lessons
 - Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

Trainee Reflection on Achievement (Standard 6)

Curriculum Mentor's Feedback (Standard 6)

Targets

TS7 Manage behaviour effectively to ensure a good & safe learning environment

Grade

Standard Prompts:

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

Trainee Reflection on Achievement (Standard 7)**Curriculum Mentor's Feedback (Standard 7)**

Targets

TS8 Fulfil wider professional responsibilities

Grade

Standard Prompts:

- Make a positive contribution to the wider life and ethos of the school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents with regard to pupils' achievements and well-being

Additional Guidance with Specific Reference to:

- Maintain professional behaviour at all times including an appropriately professional standard of dress
- Work with teaching colleagues as part of a team
- Demonstrate confidence and competence in leading the work of teaching assistants and other additional adults to achieve learning objectives
- Demonstrate confidence and competence in communicating effectively with parents or carers
- Demonstrate knowledge of a teacher's statutory responsibilities for the welfare and safeguarding of pupils
- Understand e-safety
- Access educational research; assess the robustness of that research and apply their findings to their own developing teaching practice
- Integrate the theoretical elements of their ITT programme with the professional practice elements to support their own reflection and professional development
- Demonstrate commitment to identifying and addressing on-going professional development needs
- Demonstrate confidence and competence in applying for teaching posts

Trainee Reflection on Achievement (Standard 8)

Professional Mentor's Feedback (Standard 8)

Targets

Final Grade

Professional Mentor: I can confirm that the trainee has met the requirements for Part Two: Personal and Professional Conduct at a consistently high standard. Please ensure that Part 2 of the grading criteria has been used and that each subset has been reviewed and can be evidenced by the trainee.

(Please circle) **Yes or No**

		Please circle one of the following Grades			
Please only complete this if your Trainee has completed:	Formal Review Point	Grade 1	Grade 2	Requires Improvement	Inadequate
Please only complete this if your Trainee has completed:	Summative	Grade 1	Grade 2	Requires Improvement	Inadequate



Standards Grades	
TS 1	
TS 2	
TS 3	
TS 4	
TS 5	
TS 6	
TS 7	
TS 8	

Number of days attended	
Start Date	
End Date	
Total number of days <small>(Summative review only – please total the days in School A, School B plus other placements provided on the Programme that the trainee has evidence of)</small>	

Overall Final Grade <small>(As agreed at the joint meeting)</small>	
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Formal Review Point only- Please complete the box below

Target Grade for next placement	
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- In order to gain 'Grade 1' (Outstanding) Pupil progress and learning over time must be at least as expected, a minimum of five of the Standards must be graded as 'Grade 1', together with all other Standards graded at least 'Grade 2' (Good).
- In order to gain 'Grade 2' (Good) Pupil progress and learning over time must be at least as expected, a minimum of five of the Standards must be graded at least 'Grade 2', no grade RI or Inadequate for any standard.
- In order to gain 'RI' Pupil progress and learning over time is not always as expected, most standards are graded RI with some evidence of good practice in some of the Teachers' standards. No inadequate for any standard.
- In order to gain 'Inadequate' The quality of teaching over time is weak such that the pupils make inadequate progress.

Signatures/Names of attendees at the meeting

Curriculum Mentor

Professional Mentor

Operational Lead:

Trainee:

Date:

Copy to: Professional Mentor/ Curriculum Mentor / Trainee / SCITT Administrator