

Section Two:

Detailed overview from the mentor

Current Mentor Assessment (Max. 600 words)

X very quickly became an integral part of the school team. He treated pupils and adults with dignity and respect, building extremely good professional relationships with both adults and pupils. He was always aware of the need to safeguard pupils' wellbeing. X had a consistently professional attitude to all aspects of school life. He had 100% attendance and was punctual at all times. On more than one occasion members of staff from other classes went out of their way to praise X's involvement in the school as a whole.

X was an extremely adept and reflective teacher who immediately took on board any advice and feedback. He then used this to develop and improve his teaching of subsequent lessons throughout his placement.

X endeavoured to make his lessons an enjoyable experience for the children, making them fun, interactive and practical whilst ensuring that the children made the expected progress. His lessons had clear learning intentions. He took great care to plan and deliver activities that were differentiated and took into account the specific needs of children in his class. X knew the children in his class extremely well; identifying both their strengths and the teaching and learning styles that would best suit them in order to make good, sustained progress. He had a quiet, calm, positive manner with the children which they responded to extremely well.

As part of his behaviour management strategy X introduced challenges and reward systems which proved very effective. He had high expectations for behaviour and successfully managed all parts of the school day. During registration, for example, he sometimes asked the children to say a fact that they had previously learnt, such as a multiple of 4 when he called their name.

X was adept at deploying support staff and encouraged them to contribute to both planning and assessment of activities, which then fed into planning for subsequent lessons. He took great care in assessing the lesson outcomes and introduced a marking system that encouraged the children to reflect on their successes and to think about their own emerging needs.

X was known for his adaptability, nothing was too much trouble. He even went out of his way at the weekend to acquire resources for both himself and other colleagues at the school.

With support from his class teacher, X planned and led a whole school assembly. This was well received by the children and staff who attended. He also used his PE specialism to good effect, taking over responsibility for the football team at the school, which included attending matches outside the school day.

Early on in his placement X was observed by the Head of School who graded his lesson using the school system. He graded the lesson good.

X has completed an extremely good placement and has demonstrated skills that will make him an excellent teacher. He now needs a class of his own so that he can continue to use and develop his undoubted skills further.

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From day one of placement, Tom demonstrated high levels of professionalism and soon gained the respect of school colleagues. He developed excellent working relationships with his class teachers, who have regularly commented on his enthusiasm, commitment and readiness to step in and help whatever the situation. During a time of concern and uncertainty regarding public health and school closures, Tom's placement ended a week early but he nevertheless arranged to continue to support the school in their final week leading up to the Easter holiday by volunteering to attend and teach on a daily basis. Sadly this wasn't possible due to the closure of all UK schools, but his intentions were highly respected and valued.

Throughout placement, organisation and preparation has been an area that Tom has excelled in. He has managed his increasing workload with ease, always being well prepared. Lesson planning has been sent in advance of observations and school planning has been made available to all staff (for future use) via the school server. In a two form entry school, year groups are split by ability and from very early on Tom planned for and taught both classes on a daily basis in either English or maths. He has adapted his lessons based on his evaluations and has been mindful of the statutory assessments that his pupils would take in May, planning accordingly to prepare them for this.

Tom has very good subject knowledge across many areas of the curriculum. He thinks carefully about possible misconceptions and plans for these. As Tom has become more confident, his manner with the children has relaxed and it's been lovely to see how he brings humour to his lesson, at the same time as ensuring behaviour is well-managed. His chart reward system has been effective and high expectations of learning behaviours has been consistent.

Tom has taken accountability for the progress of the children he has taught, for a continued period of time. He has planned and taught sessions independently, carried out live marking during lessons to address misconceptions and has ensured that all work is marked and responded to by the children. Tom has also tracked the progress of the children he has taught and has used this to inform his planning.

Although this placement has been in a Y6 class, Tom has been proactive in developing his phonics knowledge through research, focused observations and teaching in KS1. Focused observations of his teaching demonstrate good subject knowledge, although this is an area that he would like to continue to develop in during his NQT training.

Tom has made excellent progress towards the teacher standards and during his final observed lesson, it was clear that Tom is working within stage one for many standards. Tom has used his time effectively to develop his teaching and was managing a busy timetable (whole consecutive days of teaching) towards the end of placement effectively.

It has been a pleasure to support Tom during his final school experience and I have every confidence in his continued success.

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Following her first week of 'in-school' placement, Jenny continued to work distantly during the time of school closure and lockdown. She worked closely with colleagues to plan sequences of lessons in preparation for the reopening of the school after half term. Jenny's enthusiasm, dedication and hard work was soon rewarded by the offer of a teaching position at her host school which in turn allowed her to become part of the teaching bubble in a Y1 class during the phased return of some pupils. She has since attended placement on a daily basis, teaching phonics, English and maths to a small class of children. Jenny has been a pleasure to work with, demonstrating excellent levels of professionalism and resilience during this tricky period. She has maintained regular communication and has been proactive in seeking advice when needed and acting upon feedback given. Jenny has also been proactive in ensuring that she continues to evidence her progress against the teacher standards, by building on her professional profile from placement 1b, considering her targets and areas for development. Detailed comments from Jenny's class teacher reflect the immense effort that she has made and the support that she has given to her school and colleagues during this difficult time.

I wish Jenny lots of luck as she continues on her teaching journey and I am confident that she be very successful! Good luck Jenny – I will miss our Zoom meetings!

Class Teacher comments:

Jenny has upheld our high expectations of professionalism whilst on placement at Cornish Primary School. She is reliable, well organised and has made a very positive impression. Jenny has earned great respect from both the pupils in her class as well as the rest of the staff and through her approachable and bubbly personality she has certainly become a key member of the team. Jenny has demonstrated that she has been able to act sensitively to confidential information and has always maintained professionalism when dealing with these situations.

Since lockdown our planning systems have changed to reflect the changing environment in school. As a result planning in Year 1 has been reduced to English, Maths and Phonics. Although we have been unable to assess children at this time, Jenny has been reflecting on her teaching and the learning taking place through daily assessment for learning (AFL). When assessing the cohort she has been reflecting on whether the work completed has been in line with age related expectations whilst following the Mastery curriculum in Y1. Her AFL has been succinct whilst being reflective and through adapting planning accordingly the impact can be seen.

Jenny has demonstrated that she is a very natural and engaging teacher. She has a lovely manner with the children and in turn they are very receptive in her lessons. She has adapted tremendously well to the current change in schooling which has meant that she has been teaching in Y1! Jenny doesn't get phased by sudden changes in plans and is confident enough to ask for assistance when she feels she needs it. Jenny is very reflective and has shown she can adapt and amend her teaching where necessary. She is developing good behaviour management techniques and has high expectations for the children in her class. This has meant that children have made good progress while under her guidance.

Jenny has shown great commitment to her role as a class teacher and to the team here at Cornish Primary School. Throughout this very unsettling time Jenny has volunteered to assist in

the key worker provision and more recently since the phased return to school has volunteered to team teach in the Foundation Stage class. She has already shown great dedication to her profession and it hasn't gone unnoticed. We look forward to welcoming Jenny as a full time teacher in September teaching in Year 3!