**Formative assessment**

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| **Formative end of phase \_\_\_**  **Assessment** |  |
| **Trainee’s Name:** | **Setting** |
| **Age Group** | **University Tutor** |
| **Mentor:** |  |
| *The Progress Descriptors from the Assessment Document should be used in a triangulated discussion between the trainee/mentor/tutor to inform the formative assessment being made and targets and actions that arise as a result.* | |

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| **1 Professional Behaviours** |
| **Trainee/ Mentor/tutor assessment of progress**  Making sufficient progress  ⃝  Not making sufficient progress, in need of additional support   ⃝ |
| **Area’s for development** |
| **2. Curriculum** |
| **Trainee/Mentor/tutor assessment of progress**  Making sufficient progress  ⃝  Not making sufficient progress, in need of additional support ⃝ |
| **Area’s for development** |
| **3. Pedagogy and Adaptive Teaching** |
| **Trainee/Mentor/tutor assessment of progress**   Making sufficient progress  ⃝  Not making sufficient progress, in need of additional support  ⃝ |

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| **Area’s for development** | |
| **4. Assessment** | |
| Trainee/Mentor/tutor assessment of progress  Making sufficient progress ⃝  Not making sufficient progress, in need of additional support  ⃝ | |
| **Area’s for development** | |
| **5. Managing Behaviours  and welfare** | |
| **Trainee/Mentor/tutor assessment of progress**  Making sufficient progress ⃝  Not making sufficient progress, in need of additional support ⃝ | |
| **Area’s for development** | |
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| |  |  | | --- | --- | | **Knowledge of areas of learning and development** | Comment here on trainees progress in teaching the areas of learning and development. | | **Personal, social and emotional** |  | | **Communication and language** |  | | **Physical** |  | | **Literacy** |  | | **Maths** |  | | **Understanding the world** |  | | **Expressive arts and design** |  | |  |
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| **Personal and Professional Conduct** |  |
| Meeting the expectations for professional conduct  Not meeting the expectations for Professional Conduct | **Attendance**: |
| Number of days absent: |
| **Comments about Professional Conduct** | |

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| **Key Achievements During Assessment Phase\_\_\_\_\_**  *note key achievements, highlighting any areas of practice that are exceeding expected levels.* |
| **Mentor Feedback** |
| **Tutor feedback** |
| **Targets to inform Assessment Phase \_\_\_\_\_ (no more than 3)**  If any areas identified as *not being on track,* please make sure that these are included as specific targets. |

At the stage of the programme the trainee teacher is:

* Making sufficient progress overall
* Not making sufficient progress overall (please state reasons clearly above)

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| **Mentor’s Name** | **Signature** | **Date** |
| **Trainee’s Name** | **Signature** | **Date** |
| **Tutor’s Name** | **Signature** | **Date** |