**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** |