**TO BE COMPLETED DIRECTLY ON ABYASA PRO**

**Record of Performance & Development**

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| **Observing teaching:**  Please complete all parts during and after the observation to provide a comprehensive, reflective and ongoing review of progress.  **The review meeting:**  This Record of Performance and Development should be discussed at the Key Review meeting which should take place shortly after the observation and must refer to a range of evidence.  Trainees should have an opportunity to reflect on the impact of teaching and learning and contribute to this meeting.  All Records of Performance & Development should be completed on Abyasa by the Mentor during School-based Training. They are ongoing evidence of the formative review process throughout each School-based Training. |

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| **Trainee Name:** | **Date:** | |
| **Mentor Name:** | **Duration:** | |
| **Lesson Subject:** | **Year Group:** | **No of Pupils:** |

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| Prior to formal observation, at least 24 hours ahead, the Trainee is required to discuss and share their lesson plan with Mentor/class teacher for feedback and edits. Has this been actioned? **YES 🞏 NO 🞏** |

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| **Mentor to Complete During the Lesson Observation** | |
| **Trainee subject knowledge enables learning for most pupils. Misconceptions are addressed to secure knowledge** | |
| *What went well:* | *Areas for improvement:* |
| **Adaptive teaching: Inclusion of all learners, including stretch and challenge and the effectiveness of adaptive strategies** | |
| *What went well:* | *Areas for improvement:* |
| **Effective assessment of pupils’ learning including questioning, verbal feedback, written feedback, formal and informal assessment, and monitoring** | |
| *What went well:* | *Areas for improvement:* |
| **Expectations of pupils and the classroom environment. Was the environment conducive to good learning?** | |
| *What went well:* | *Areas for improvement:* |

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| Any further comments (eg Teacher presence, relationships, preparation) |

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| **What are the Trainee’s targets and actions? The Trainee should refer to their Core Competency domains within their Development Record. Keep targets brief and provide an action for the Trainee to follow for each target set** | |
| **Target (related to competencies and expectations**  **for the Level or Stage)** | **Action (identify support Trainee will receive**  **in achieving target)** |
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| Planning and teaching have enabled pupils to make good progress |  |
| Planning and teaching have enabled pupils to make at least expected progress |  |
| With support, planning and teaching have enabled pupils to make at least expected progress |  |

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| This Record of Performance and Development has been discussed with the Trainee at the Key Review  Meeting **YES 🞏 NO 🞏** |

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| **Mentor Name: Mentor Signature:** |

**The feedback should refer to the Core Competencies for the appropriate Level or Stage of the programme.** These can be found on the LTU website.

**NB: Please note that only for PGCE Primary Stage 3 and UG Level 6, the Teachers’ Standards (DfE 2020) will be used to support the summative judgment prior to recommendation for QTS at the end of the programme.** The Teachers’ Standards can be found on the GOV.UK website: https:/[/www.gov.uk/government/publications/teachers](http://www.gov.uk/government/publications/teachers-standards)-[standards](http://www.gov.uk/government/publications/teachers-standards)