Primary Partnership Student Teacher Interim Progress Report This report should be completed by the mentor at the mid-point of each school experience



Full Name of Student						
School						
School Experience Please circle	BA Year 1 ("by 15" May	BA Year 2 (*by 27" Nov	BA Year 3 ("by 13" Feb	FT PGCE Initial (*by 5° Dec	PT PGCE Initial ("by 15th May	FT & PT PGCE Final

Teachers' Standards Outstanding (1); Good (2): Requires improvement to be consistently good (3); inadequate (4)or Insufficient Evidence (IE)		Interim report grade (current grade)	Comments Where a student is graded as less than 'good' we require a conci- summary of the core issues that need to be addressed. Addressi- issues may not result in an overall 'good' for the specific TS at en- SE, but the student should be able to demonstrate good progress areas identified.	ng the core of of the	Predicted grade (the expected grade for the end)
Promote good progress and outcomes by pupils					
TS Demonstrate good subject and curriculum knowledge					
In relation to early reading/55P					
In relation to early mathematics					
TS Plan and teach well-structured lessons					
TS Manage behaviour effectively to ensure a good and safe learning					
Fulfil v	vider professional				4
Overall grade		interim			Predicted
	and in the manner outlined	f in Part 2 o	of the Standards?	Yes	No
edientis in	ith a predicted grade of 3 or 4 :	are in danger	of failing to meet the assessment requirements for this stage or	f sheir prootic	en. If the
сопти	of on the impact that the stude	oth teaching	is having on pupil learning and progress. You may wish to draw up idence (e.g. observation notes / work samples Ito support the judg		
	Set highespire pupils Promocount or countries in relate Plan a lesson Management of the common pupils of the commo	Set high expectations which inspire, motivate and challenge pupils. Promote good progress and outcomes by pupils. Demonstrate good subject and curriculum knowledge in relator to early reading/SSP in relator to early reading/SSP in relator to early mathematics. Plan and teach well-structured lessons. Adapt teaching to respond to the strengths and needs of all pupils. Make accurate and productive use of assessment. Manage behaviour effectively to ensure a good and safe learning environment. Fulfil wider professional responsibilities. Overall grade Personal and Professional and in the manner outlined and in the manner outlined and grade is 3 or 4 the student should not be comment in the student should not be commented in the student should not be	Set high expectations which inspire, motivate and challenge pupils Promote good progress and outcomes by pupils Demonstrate good subject and curriculum knowledge in relation to early reading SSP in relation to early mathematics Plan and teach well-structured lessons Adapt teaching to respond to the strengths and needs of all pupils Make accurate and productive use of assessment Manage behaviour effectively to ensure a good and safe learning environment Futfil wider professional responsibilities Overall grade Personal and Professional conduct: d and in the manner outlined in Part 2 comment on the student's overall progredents with a predicted grade of 3 or 4 are in dangered grade is 3 or 4 the student should notify his/her is the commentary on pupil progress.	Set high expectations which product the student should be able to demonstrate good progress and curtoulum knowledge In neleson to early residential and responsible to the student should be able to demonstrate good progress and curtoulum knowledge In neleson to early residentials In neleson to ear	Set high expectations which inspire, motivate and challenge pupils

How To Respond To Teachers Interim Report

United States. Education Office

How To Respond To Teachers Interim Report:

Interim Report of the Commissioners on Certain Parts of Primary Education New South Wales. Commission on primary, secondary, technical, and other branches of education, 1903 Final Report...educational Specifications for a Comprehensive Elementary Teacher Education Program, University of Toledo, Toledo, Ohio United States. Education Office, 1968 Interim Report New York (N.Y.). Board of Estimate and Apportionment. Committee on School Inquiry, 1912

Final Report...Model Elementary Teacher Education Program...University of Massachusettts, Amherst, Massachusetts United States Education Office,1969 Interim Reports New York (N.Y.). Board of Estimate and Apportionment. Committee on School Inquiry, 1912 Reconstructing Teaching Ian Hextall, Pat Mahony, 2013-04-15 One of the greatest resources a school has is its staff How teachers themselves and their work are defined are therefore matters of utmost importance Major trends of increased control and new mangerialism are occurring in most OECD countries radically altering both the content and form of teacher education This book outlines recent changes in teacher education and professional development and by drawing on recent research findings explores the positive and negative impacts on the nature of teaching and the shape of the profession Politics, Policy and Practice in Physical Education John Evans, Dawn Penney, 2002-09-11 Using the example and context of Physical Education a particularly vivid and comprehensive illustration is provided of the processes involved in the development of the National Curriculum for Physical Education in England and Wales between 1988 1995 The authors draw upon the extensive research to provide an analysis description and critique of the direct and indirect influences of central government local education authorities schools departments and teachers in the development of policy and practice in Physical Education The highly political nature of policy developments in education and Physical Education in particular is demonstrated clearly throughout A valuable contribution to existing literature this book helps students and researchers piece together the last ten years of policy making in education and offers a new perspective on the future of Physical Education in the United Kingdom **Research in Education** ,1969 **Resources in Education** ,1995-12 Research in Education ,1972

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