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| **Phase 3 Summative**  **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 summative assessment being made and targets and actions that arise to support on going professional development.* | |

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| **1 Professional Behaviours** |
| **Trainee/Mentor/tutor assessment of progress**  Has made sufficient progress ⃝  Has not made sufficient progress ⃝ |
| **Area’s for development** |
| **2. Curriculum** |
| **Trainee/Mentor/tutor assessment of progress**  Has made sufficient progress ⃝  Has not made sufficient progress ⃝ |
| **Area’s for development** |
| **3. Pedagogy and Adaptive Teaching** |
| **Trainee/Mentor/tutor assessment of progress**  Has made sufficient progress ⃝  Has not made sufficient progress ⃝ |
| **Area’s for development** |

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| **4. Assessment** | |
| **Trainee/Mentor/tutor assessment of progress**  Has made sufficient progress ⃝  Has not made sufficient progress ⃝ | |
| **Area’s for development** | |
| **5. Managing Behaviours  and welfare** | |
| **Trainee/Mentor/tutor assessment of progress**  Has made sufficient progress ⃝  Has not made sufficient progress ⃝ | |
| **Area’s for development** | |
| |  |  | | --- | --- | | **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** |  | |  |
| **Personal and Professional Conduct** |  |
| Has met the expectations for professional conduct  Has not met the expectations for Professional Conduct | **Attendance**: |
| Number of days absent: |
| **Comments about Professional Conduct** | |

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| **Key Achievements During Assessment Phase 3**  *note key achievements, highlighting any areas of practice that are exceeding expected levels.* |
| **Mentor Feedback** |
| **Tutor feedback** |
| **Targets to inform ongoing continuous professional development.** |

**Summative Assessment against the Teachers’ Standards.**

* The evidence provided by the student teacher, mentor and tutor shows that they have addressed all the Teachers’ Standards.  ⃝
* The evidence provided by the student teacher, mentor and tutor shows that they have **not** addressed all the Teachers’ Standards. ⃝

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