

**Division of Psychology, Sociology & Education**

**PGDE (Secondary)**

**Pre-Midway Review Formative Feedback**

This form is for use by the SBE for an arranged formal observation of teaching prior to the Mid-Way Review. Comments should be offered in relation to each of the 8 Criteria below with consideration given **to the stage** the student is at in the ITE Programme. Please see the accompanying Guidance Document for the kinds of evidence that may be drawn upon.

Please note that by the end of **Placement 1b** students are expected to achieve Satisfactory in at least **6 out of 8** of the SPR criteria. By the end of **Placement 2** the student must achieve **Satisfactory in all 8** of the SPR categories to be successful in the Placement.

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| **Student Name:** |  | | | **School:** | **Date:** | |
| **This Report has been discussed with the student**  Yes / *No* **(***delete as appropriate)* |  | | | *If ‘No’ please indicate why this was not possible* | | |
| **Signature of School-Based Educator:**  **Date:** |  | | | **Signature of Student:**  **Date:** | | |
| **SPR 1: BEING A TEACHER IN SCOTLAND** | | | | | |
| * 1. **Professional Values** | | **Please comment on Student’s progress drawing on evidence** | | | |
| Demonstrates a commitment to the professional values of:  **-** social justice  - trust and respect  - integrity | | **Strengths:**  **Next Steps:** | | | |
| **1.2 Professional Commitment:** | | **Please comment on Student’s progress drawing on evidence.** | | | |
| Works collegiately with all staff to support pupil learning.  Understands inclusive practice and demonstrates they can challenge barriers to pupil learning and health and wellbeing.  Engages in continuous professional learning, open to reflection and is responsive to colleagues’ feedback and change.  Demonstrates commitment to wider school community. | | **Strengths:**  **Next Steps:** | | | |
| **1.3 Engaging with the Standard for Provisional Registration** | | **Please comment on progress to date drawing on evidence.** | | | |
| Engages regularly with Self-Evaluation against SPR  Actively embraces and promotes the principles and practices of Sustainability  Seeks opportunities to lead learning in creative and imaginative ways | | **Strengths:**  **Next Steps:** | | | |
| **SPR 2: PROFESSIONAL KNOWLEDGE AND UNDERSTANDING** | | | | | |
| **2.1 Curriculum and Pedagogy** | | | **Please comment on progress to date drawing on evidence.** | | | |
| Have knowledge and understanding of the curriculum within the school Departmental context.  Plans effectively and consistently for lessons and shares plans timeously in advance.  Plans take account of all aspects of the “planning cycle”: Prior learning, curricular links, learning intentions, success criteria, learning activities & resources, evaluation of learning and of teaching, and next steps    Has knowledge and understanding of using formative assessment and feedback practices.  Lesson content which is pitched at an appropriate level and depth for the learners’ ages and stages | | | **Strengths:**  **Next Steps:** | | | |
| **2.2 Professional Responsibilities** | | | **Please comment on progress to date drawing on evidence.** | | | |
| Has knowledge and understanding of School policies such as promoting positive behaviour, GIRFEC, child protection etc  Engages with the School as a wider learning community and is improving knowledge of Support for Learning, Guidance, Parents evening etc. | | | **Strengths:**  **Next Steps:** | | | |
| **SPR 3: PROFESSIONAL SKILLS AND ABILITIES** | | | | | | |
| **3.1 Curriculum and Pedagogy** | | | **Please comment on progress to date drawing on evidence.** | | | |
| Produces lesson plans that matches pupil needs and takes account of differentiation and inclusive practice.  Uses a variety of communication and questioning strategies to support pupil learning.  Can engage classes and sustain their interest by promoting a range of pedagogical strategies that might include individual, pair, group or whole class learning activities.  Can employ a range of AifL strategies to support pupil learning.  Ability to set high but realistic expectations for pupils’ learning. | | | **Strengths:**  **Next Steps:** | | | |
| **3.2 The Learning Context** | | | **Please comment on progress to date drawing on evidence.** | | | |
| Managing the physical space and resources to ensure a safe and caring environment for purposeful learning  Can engage learner participation  Build Positive, Rights respecting relationships for learning with pupils. | | | **Strengths:**  **Next Steps:** | | | |
| **3.3 Professional Learning** | | | **Please comment on progress to date drawing on evidence.** | | | |
| Engages in Short term/longer term target setting through discussion and use of Weekly/MidWay Review  Evaluations of lesson plans which focus on next steps for pupil learning and next steps for own professional development.  Acts on feedback from mentors/supporter teachers on observed lessons.    Keeps Pebble-pad Digital Portfolio up to date with reflections, lesson plans and lesson resources. | | | **Strengths:**  **Next Steps:** | | | |
| **Additional Comments:** | | | | | | |
| **Standard of Student Literacy**  Written Satisfactory 🞏 Unsatisfactory 🞏  Verbal Satisfactory 🞏 Unsatisfactory 🞏  Comment (if necessary): | | | | | | |