

**Division of Psychology, Sociology and Education**
**BA (Hons) Primary Education**

Final Report

Please provide evidence of the student’s progress to date. The student should be assessed against the Standard for Provisional Registration but with consideration given to the stage that they are at in their ITE programme.

Please provide an overall grade for each of the eight sections using the following descriptors as a guideline and submit these via the online submission (link provided via email):

* **S** - Satisfactory: student is making expected progress towards this Standard.
* **NYS** – Not yet satisfactory: student is not making the expected progress towards this Standard.

The comments contained in this report should support the grades submitted online. If progress is *not yet satisfactory* this should be clearly communicated to the student and supporting documentation indicated (e.g., Midway Review Form, SBE Observation Forms, Notification of Cause for Concern, etc.).

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| **Student Name:** | **School:** | **Date:** |
| **Year of Study:** | **Names of person(s) completing the report and role (e.g. Class Teacher, PT, etc):** |

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| **Being a Teacher in Scotland** |
| **1.1 Professional Values** | **Comments on progress to date drawing on evidence** |
| * Embracing the values of social justice
* Trust and Respect
* Integrity
 | **S / NYS** |
| **1.2 Professional Commitment**  | **Comments on progress to date drawing on evidence** |
| * Developing deep knowledge of learning and teaching
* Critically examining how our teaching impacts on learners
* Using evidence collaboratively to inform teacher judgement and next steps for learners
 | **S / NYS** |
| **1.3 Standard for Provisional Registration**  | **Comments on progress to date drawing on evidence** |
| * Learning for Sustainability
* Leadership of and for learning
* Engaging with the Standard to demonstrate developing professionalism
 | **S / NYS** |
| **Professional Knowledge and Understanding** |
| **2.1 Curriculum and Pedagogy**  | **Comments on progress to date drawing on evidence** |
| * Have knowledge and understanding of Pedagogical Theories and professional practice
* Have knowledge and understanding of Research and Engagement in Practitioner Enquiry
* Have knowledge and understanding of Curriculum Design
* Have knowledge and understanding of planning for Assessment, Teaching and Learning
 | **S / NYS** |
| * 1. **Professional Responsibilities**
 | **Comments on progress to date drawing on evidence** |
| * Have knowledge and understanding of Education Systems
* Have knowledge and understanding of learning Communities
 | **S / NYS** |
| **Professional Skills and Abilities** |
| **3.1 Curriculum and Pedagogy** | **Comments on progress to date drawing on evidence** |
| * Plan effectively to meet learners’ needs
* Utilise pedagogical approaches and resources
* Utilise partnerships for learning and wellbeing
* Employ assessment, evaluate progress, recording and reporting as an integral part of the teaching process to support and enhance learning
 | **S / NYS** |
| * 1. **The Learning Context**
 | **Comments on progress to date drawing on evidence** |
| * Appropriately organise and manage learning
* Engage Learning participation
* Build positive, rights respecting relationships for learning
 | **S / NYS** |
| **3.3 Professional Learning**  | **Comments on progress to date drawing on evidence** |
| * Engage critically with literature, research, and policy
* Engage in reflective practice to develop and advance career long professional learning and expertise
 | **S / NYS** |

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| **Any Additional Comments:** |