

School Experience Report

Please refer to the guidelines when completing the form

Associate Teacher	Harry Smith		School	Bryn Wnion	
Mentor	Dave Jones		Principal Mentor	Lucy Bronze	
Start date	2/9/19		Finish date	5/6/20	
Age range	3 - 7		7-11		11-16
Number of absences during SE			Number of absences from Lead School Seminars		

Class	Year	Subject (including PSE)	Attainment	Hours per week
DG	7	Mathematics	Mixed ability	2:30
MA2	8	Mathematics	Set 2	2:30
MA4	9	Mathematics	Set 4	2:30
Form teacher		Shared responsibilities (3 mornings a week) 7TP		
Extracurricular activities		School orchestra, chess club, Year 11 revision classes		

Pedagogy: Refining Teaching	Summary of achievements and areas to develop
<p><i>Harry has developed good relationships with most learners (especially year 7) and is sometimes able to respond to their misunderstandings and misconceptions appropriately.</i></p> <p><i>The behaviour of learners is good in year 7 but positive behaviour strategies need to be adopted to engage older learners (link this to differentiation and appropriate challenge).</i></p> <p><i>He is using a good range of assessment strategies but the planning for questioning needs to be refined, especially when reviewing the lesson (see comments in next PSTL dimension on plenaries).</i></p> <p><i>When differentiating materials, he tends to depend on extension materials; MAT learners do not always finish the first task so this is not always effective.</i></p> <p><i>His assessment records are always up to date and in line with policy but they aren't used to identify learners' needs nor do they inform lesson plans.</i></p> <p><i>He has observed at parents' evening and would benefit from actively contributing and speaking to parents.</i></p>	
<p>Targets</p> <ul style="list-style-type: none"> • <i>Develop behaviour management strategies for older pupils (KS4)</i> • <i>Ensure tasks are of suitable challenge to lower attainers and MAT learners</i> • <i>Investigate how to plan more effectively for questioning</i> • <i>Make use of attainment data when planning lessons and activities.</i> 	

Pedagogy: Subject Knowledge and Discipline	Summary of achievements and areas to develop
<p><i>Harry has an excellent knowledge of all the maths content but needs to make more use of physical and visual representations when teaching number and algebra (e.g. number lines for decimals).</i></p> <p><i>His use of pair work in lessons is beginning to stimulate effective discussion and he should now look at ICT based learning and group work.</i></p> <p><i>His planning is usually good and his use of context is effective; he has not planned sufficiently for the DCF.</i></p> <p><i>As noted above he needs to consider progression in more detail and ensure that sufficient support is available for all learners (especially those with ALN and MAT learners).</i></p> <p><i>His use of context could be further developed by working with other subjects across the curriculum; for example, using PE data to look at correlation and lines of best fit.</i></p>	
<p>Targets</p> <ul style="list-style-type: none"> • <i>Use models/diagrams to represent numbers and variables</i> • <i>Develop learners' digital competence</i> • <i>Develop cross-curricular work to improve context.</i> 	

Pedagogy: Influencing Learners

Summary of achievements and areas to develop

Harry has high expectations of most learners but these are not always explicit when teaching older learners.

He enthuses younger learners and designs engaging activities but needs to make more use of videos, for example, to show how and where maths can be applied in the real world (with older learners).

He listens to and responds well to learners' errors on a one to one basis but this now needs to be extended to whole class discussions.

His use of the plenary needs considerable development; this will enable learners to reflect and self-assess more effectively.

He is supportive of all learners and values hard work; a more structured approach to group work is now needed to encourage more cooperation

Targets

- *Share both learning and behavioural expectations with older learners.*
- *Plan in more detail for the plenary (link to questioning above) and plan for self and peer assessment.*
- *Investigate the use of videos etc. to enliven the context and engage learners.*
- *Ensure group work is structured and cooperative.*

Collaboration

Summary of achievements and areas to develop

Harry has worked effectively with both the mentor and senior mentor; he should now seek to be more pro-active and initiate contact with the wider school next year.

He has improved his practice significantly with year 7, acting on advice; this is a real strength.

Team teaching lessons have been effective; Harry needs more opportunities in this area and should be prepared to take more responsibility for the planning of materials in this context.

He has shared materials with the mentor but this area needs further development; for example, sharing materials with his new department and reflecting on/evaluating their use.

Harry has made effective use of existing resources; he should now seek to research and design new materials independently

Targets

- *Research innovative materials independently (e.g. see reference to videos above) and share new resources with colleagues.*
- *Increase contact with the tutor during school time*
- *Establish more contact with other trainees in similar contexts and reflect on their common practices.*

Leadership

Summary of achievements and areas to develop

Harry has supported the music teacher in rehearsals and the school concert, making a valuable contribution with his sousaphone.

He has a good understanding of policies and how to implement them. However, he needs to develop a greater understanding of the effects of poverty on attainment and ensure he has a higher expectation of lower achievers.

He has worked effectively with the HOD; he has already contributed to department meetings – very good.

A more effective use of targets could improve learner outcomes; this should be linked to earlier comments regarding high expectations and effective use of attainment data.

Targets

- *Attend a pastoral meetings and experience how year teams can influence learning*
- *Increase expectations of lower achievers*

Professional Learning (including Welsh language skills)

Summary of achievements and areas to develop

Harry understands the importance of addressing misconceptions and learning through discussion. He should read more extensively to support the areas noted above: questioning, group work, digital skills and supporting low and high attainers.

He has started to collect and analyse classroom-based evidence of learning.

He uses the PLP effectively and is aware of his developmental needs. The evidence is valid and he reflects critically on its relevance; he is taking increasing responsibility for his targets.

He is beginning to use Welsh in the classroom (greetings and some commands) but learners do not use any Welsh yet.

Targets

- *Complete an action research enquiry cycle*
- *Support earlier PSTL targets with relevant reading*
- *Address learners' use of Welsh; make use of the centre handbook.*

Innovation	Summary of achievements and areas to develop
<p><i>Harry uses a range of strategies to engage learners but they need to stem from the learners' needs. Further innovation is needed to address the pedagogical elements noted above.</i></p> <p><i>He is beginning to use theory and research to plan lessons effectively but does not evaluate learning sufficiently critically.</i></p> <p><i>He needs to share his materials with peers as well as the mentor (see previous dimensions).</i></p>	
<p>Targets</p> <ul style="list-style-type: none"> • <i>Use theories of learning to analyse pupils' work and oral responses (link this to previous standards)</i> • <i>Establish stronger links between learning and behaviour management</i> 	

Grades

Refer to handbook for grade descriptors

Pedagogy (refer to Pedagogy Assessment Forms)	B
Collaboration	B
Leadership	A
Professional Learning	
Innovation	B

Principal Mentor	signature*	Mentor	signature
AT	signature	Tutor	signature

Collaboration, Leadership, Professional Learning and Innovation are graded by the mentor in collaboration with the tutor (See PSTL handbook for details).

***Note that electronic signatures/typed names are acceptable**