****

F&G Primary SCITT Class Teacher Mentor Interim Programme Evaluation Spring 2021

**Name:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Feedback** | **Strongly agree** | **Agree** | **Disagree** | **Strongly disagree** | **Comments** |
| **Curriculum** | | | | | |
| The SCITT curriculum, including SCITT training and fortnightly target themes, has a coherent and sequential design which relates to how trainees learn and develop through the ITT year. |  |  |  |  |  |
| The trainee has been supported to apply the SCITT taught curriculum (Friday training) to their classroom practice (through sharing the notable elements document). |  |  |  |  |  |
| The trainee has been supported to apply their academic reading and writing (PGCE) to their classroom practice. |  |  |  |  |  |
| The trainee timetable is aligned with the school placement half-termly expectations. |  |  |  |  |  |
| The SCITT curriculum (SCITT training and school experiences) have provided opportunities for trainees to make progress against the five core curriculum areas.   * Behaviour Management * Pedagogy * Curriculum * Assessment * Professional Behaviours |  |  |  |  |  |
| The SCITT curriculum (SCITT training and school experiences) have provided opportunities for trainees to make progress against identified local priorities:   * Culture and climate * Language and communication * Meeting the needs of individuals * SEND |  |  |  |  |  |
| The four SCITT key principles are integrated through the programme.   * Evidence informed * Coherent * Personalised * High Quality |  |  |  |  |  |
| I have applied the SCITT effective mentoring approaches when supporting my trainee. |  |  |  |  |  |
| I have a good understanding of the new ITT Core Content Framework (Learn how to ……. statements). |  |  |  |  |  |
| I understand that the ITT Core Content Framework and the Early Career Framework from a three-year package to support Early Career Teachers. |  |  |  |  |  |
| **Formative assessment and feedback** | | | | | |
| I am effectively setting SMART targets with my trainee in-line with the fortnightly target themes. |  |  |  |  |  |
| There is sufficient challenge within the fortnightly targets to maximise trainee progress. |  |  |  |  |  |
| The action steps to support the meeting of targets are logical, sequenced and broken down to support the ‘learn-practise-reflect-refine’ model. |  |  |  |  |  |
| I have applied ‘instructional coaching’ strategies to target setting actions steps e.g. practise and feedback in low stakes environments, identifying highest leverage development points |  |  |  |  |  |
| SCITT feedback on target setting is supportive and developmental. |  |  |  |  |  |
| Time is provided for preparation and reflection (mentors and trainees) prior to formal lesson observation feedback. |  |  |  |  |  |
| The learning conversation feedback utilises effective questioning and is centred around trainee reflections rather than a narrative account of the lesson. |  |  |  |  |  |
| The spring Teachers’ Standards Tracking Profile (TSTP) is accurately completed and used as a formative assessment tool to inform next steps for development through target setting, (and where necessary, appropriate intervention). |  |  |  |  |  |
| **‘Role of the mentor’ training and CPD** | | | | | |
| Induction training supported my understanding of the SCITT programme and preparation for the role of the mentor. |  |  |  |  |  |
| I engage with the SCITT Handbook, Class Teacher Mentor Handbook and the on-line resources from the SCITT website to support my role as a mentor. |  |  |  |  |  |
| The NASBTT certification on ‘effective coaching and mentoring’ has prepared me for the mentoring role. |  |  |  |  |  |
| SCITT based training and development have supported my understanding of the expectations of the SCITT mentor role. |  |  |  |  |  |
| Feedback received through the QA visit process has supported my mentoring development. |  |  |  |  |  |
| SCITT communication is timely, helpful and informative. |  |  |  |  |  |
| Optional mentor coffee and catch up sessions are welcome. |  |  |  |  |  |
| I have engaged with the NASBTT TEMZ resource through the NASBTT website. |  |  |  |  |  |
| I have engaged with the books provided by SCITT to support the understanding of curriculum and mentoring role. |  |  |  |  |  |
| I have engaged with the recommended reading and resources outlined in SCITT training and weekly messages. |  |  |  |  |  |
| **Summative assessment** | | | | | |
| The summer Teachers’ Standards Tracking Profile (TSTP) is accurately completed as a final summative assessment which will be used to inform recommendation for Qualified Teacher Status (QTS). |  |  |  |  |  |
| The Early Career NQT transition report is accurately completed to inform a continuum of trainee development for the two year NQT period. |  |  |  |  |  |
| **Wellbeing** | | | | | |
| Through the mentoring role, the trainee is supported, through modelling and discussion, to develop positive working practices, including managing workload, to ensure wellbeing. |  |  |  |  |  |
| The trainee has applied new learning and development from SCITT training, focusing on wellbeing and managing workload strategies, to their practice. |  |  |  |  |  |
| The SCITT programme works to minimise unnecessary workload associated with the mentoring role. |  |  |  |  |  |
| The SCITT have provided opportunities for reflection and development, relating to wellbeing and managing workload, for the role of the mentor. |  |  |  |  |  |
| **COVID-19 Adaptations** | | | | | |
| Communication from SCITT regarding COVID-19 has been prompt, clear and helpful, for example, changes to school placements and range of professional experience. |  |  |  |  |  |
| Electronic submission of SCITT documents is quick, simple and straightforward. |  |  |  |  |  |
| The induction recording (available from July 2020) provided the necessary details to enable an effective start to the programme in September. |  |  |  |  |  |
| SCITT mentor and NASBTT training sessions were effectively delivered through a live video conference platform. |  |  |  |  |  |
| The SCITT have demonstrated appropriate flexibility, and realistic expectations of the programme have been applied whilst maintaining high standards. |  |  |  |  |  |
| Trainees have developed supportive networks with fellow cohort members. |  |  |  |  |  |
| On-line QA visits were rigorous and supportive in their amended format. |  |  |  |  |  |
| Additional 1:1 calls in September were useful. |  |  |  |  |  |
| Overall, I have felt informed, well-supported and continue to enjoy the SCITT mentoring role. |  |  |  |  |  |

|  |
| --- |
| **Any other comments** |
| Please draw our attention to any other strengths or areas for development you would like us to be aware of to support further developments. |