

[Click here to see an example of this template as a record.](#)

PGCE/NQT Mentoring

This template could be used as a single working document staff continuously add to, or it could be tweaked into a weekly mentoring document.

Focus Areas

Teacher Standards 1 –
Expectations

Teacher Standards 2 –
Progress

Each Teacher Standard is separated into individual focus areas linked to the same outcome set. This means that the results will be displayed in the same table while also allowing staff to reflect on each standard individually.




Teacher Standards Reflections

Teacher Standards 1 - Expectations Outcome: **Met**

Set high expectations which inspire, motivate and challenge pupils

Meeting Expectations

Comments:
I set high expectations within my lessons and try to encourage a safe learning environment and a love of the subject.




▼  0  0  0 Add +

Teacher Standards 2 - Progress Outcome: **Partially Met**

Promote good progress and outcomes by pupils

Partially Meeting Expectations

Comments:
Students are making progress but I need to work on my questioning and engagement to ensure all students are pushed to achieve their potential

▼  0  0  0 Add +

Outcome set
“Teacher Standards”

Outcomes:
Met
Partially Met
At Risk

Focus Areas




Teacher Standards 3 –
Subject Knowledge
Teacher Standards 4 -
Planning

Teacher Standards 3 - Subject Knowledge Outcome: **Met**

Demonstrate good subject and curriculum knowledge

Meeting Expectations

Comments:
My subject knowledge is excellent and I am frequently complemented on this. I address misconceptions and encourage students to explore the subject




▼  0  0  0 Add +

Teacher Standards 4 - Planning Outcome: **Partially Met**

Plan and teach well structured lessons

Partially Meeting Expectations

Comments:
I think I need to focus on my activities. While my lessons are well planned - I need to vary the activities I am setting

▼  0  0  0 Add +

Outcome set
“Teacher Standards”

Outcomes:
Met
Partially Met
At Risk

Any comments made within a focus area will pull through into the details section of the reports.

Focus Areas

Teacher Standards 5 –
Differentiation

Teacher Standards 6 –
Assessment

Staff can add reflections,
resources and actions to
records in view mode.




This allows them to set
reminders, next steps and
upload any resources or
evidence of development.

Teacher Standards 5 - Differentiation Outcome: **Partially Met**

Adapt teaching to respond to the strengths and needs of all pupils

Partially Meeting Expectations

Comments:
While I am differentiating for the lower ability through scaffolding techniques. I need to focus on the higher ability to stretch and challenge




▼  0  0  0 Add +

Teacher Standards 6 - Assessment Outcome: **Partially Met**

Make accurate and productive use of assessment

Partially Meeting Expectations

Comments:
My assessment through AFL needs developing but my written assessments are good. I provide relevant and individualised feedback for each student

▼  0  0  0 Add +

Outcome set
“Teacher Standards”

Outcomes:
Met
Partially Met
At Risk

Focus Areas

Teacher Standards 7 –
Behaviour

Teacher Standards 8 –
Wider Responsibilities




Some schools may choose to include TS9 but this example hasn't.

Teacher Standards 7 - Behaviour Outcome: **At Risk**

Manage behaviour effectively to ensure a good and safe learning environment

Needs Development

Comments:
I need to focus on my behaviour management - I believe that engagement activities may help with this




▼  0  0  0 Add +

Teacher Standards 8 - Wider Responsibilities Outcome: **Met**

Fulfil wider professional responsibilities

Meeting Expectations

Comments:
I am an active form tutor and frequently try to include contextual information within my lessons.

▼  0  0  0 Add +

Outcome set
“Teacher Standards”

Outcomes:
Met
Partially Met
At Risk

Focus Areas

1. T&L Observation
2. T&L – Learning Walks

As our system allows you to unpublish and modify records as many times as you need to, you can easily create working documents staff can publish and unpublish when needed. This allows staff to be able to reflect on their practice throughout the year and continuously add to the document.

Teaching and Learning




1. T&L Observation

Outcome: **Partially Met**

Partially Meeting Expectations

Comments:

Observations have been inconsistent.

▼  0  0  0

Add +




2. T&L - Learning Walks

Outcome: **At Risk**

Needs Development

Comments:

Learning walks have reported issues with behaviour in classes - additional CPD recommended
Good use of questioning and challenge is present for the more able in groups.
More focus to be given on scaffolding the less able in the class.
Praise is used really well in verbal and written feedback.

▼  0  0  0

Add +

Outcome set
“Objectives Met”

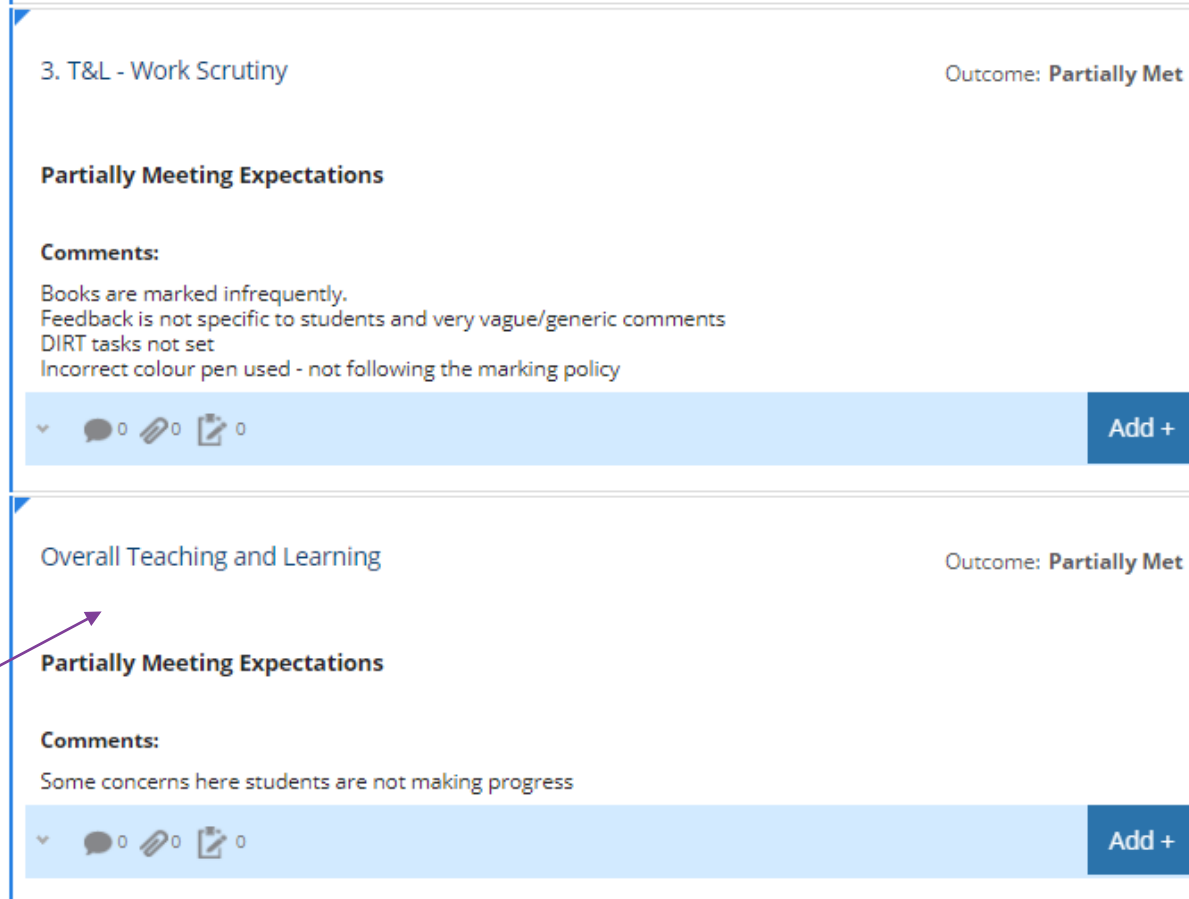
Outcomes:
Met
Partially Met
At Risk

This document allows continual reflection on Observations, Learning Walks and Book Looks. It could also be altered to focus on weekly observations for ITT students.

Focus Areas

3. T&L – Work Scrutiny

Overall Teaching and Learning



3. T&L - Work Scrutiny Outcome: **Partially Met**

Partially Meeting Expectations

Comments:
Books are marked infrequently.
Feedback is not specific to students and very vague/generic comments
DIRT tasks not set
Incorrect colour pen used - not following the marking policy

▼ 0 0 0 Add +

Overall Teaching and Learning Outcome: **Partially Met**

Partially Meeting Expectations

Comments:
Some concerns here students are not making progress

▼ 0 0 0 Add +

Outcome set
“Objectives Met”

Outcomes:
Met
Partially Met
At Risk

This allows staff to complete a final reflection at the end of the academic year and possibly to also take into their final appraisal review.

This outcome set also provides a great opportunity to encourage peer mentoring and in house CPD sessions.

Focus Areas

Area of Strength

Areas for Development

This example has the focus areas numbered 1. This is because one focus area cannot have multiple outcomes. If you wanted more than one strength/development you would need multiple focus areas.

WWW / EBI

Areas of Strength 1 Outcome: **Differentiation**

www

Differentiation

Comments:
Scaffolding is evident in every task with examples and sentence starters given to students.

▼ Add +

Areas for Development 1 Outcome: **Behaviour**

EBI:

Behaviour Management

Comments:
Follow the behaviour policy.
Including varied tasks may help with behaviour when students are engaged.
Develop a rapport with students - get them "on side"

▼ Add +


Outcome set
"Area of Strength" and
"Area for Development"

Outcomes in both:

Assessment
Challenge
Questioning
Differentiation
Behaviour
Engagement
Literacy
Numeracy

Schools no longer have to use the traditional Ofsted grading any more. However, including an Areas of Strength and Development outcome can provide some great insight.

By using two different outcome sets with the same outcomes of T&L principals, you can easily identify strengths and weaknesses within the school at a glance.



What would this
look like in
reports?

Teacher Standards ?

Focus Area Name	Met (%)	Partially Met (%)	At Risk (%)	Record Count	Average Outcome
Teacher Standards 1 - Expectations	66.7	33.3	0.0	3	Partially Met
Teacher Standards 2 - Progress	66.7	33.3	0.0	3	Partially Met
Teacher Standards 3 - Subject Knowledge	100.0	0.0	0.0	3	Met
Teacher Standards 4 - Planning	33.3	66.7	0.0	3	Partially Met
Teacher Standards 5 - Differentiation	33.3	66.7	0.0	3	Partially Met
Teacher Standards 6 - Assessment	0.0	100.0	0.0	3	Partially Met
Teacher Standards 7 - Behaviour	0.0	66.7	33.3	3	At Risk
Teacher Standards 8 - Wider Responsibilities	100.0	0.0	0.0	3	Met
Total	12	11	1		

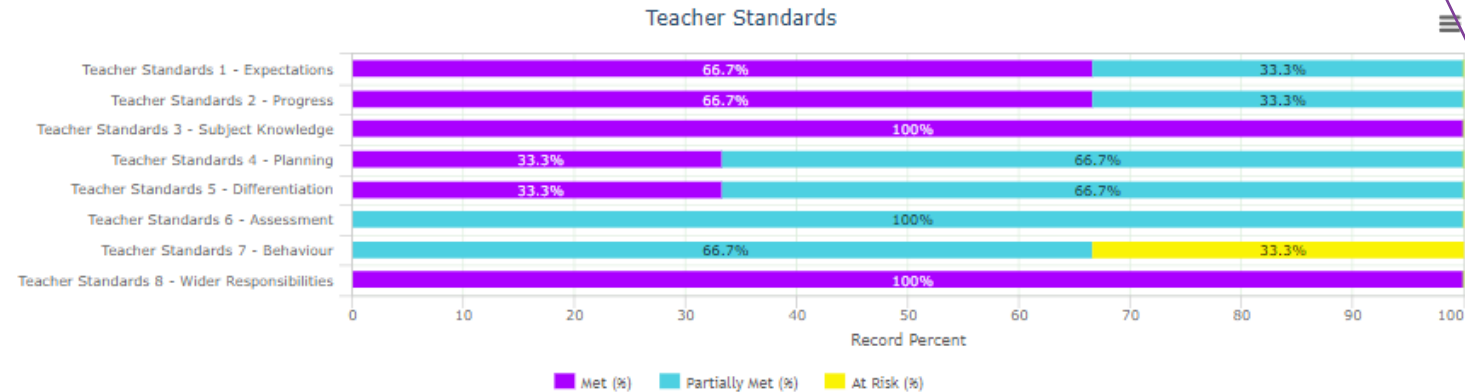
Outcome set
"Teacher Standards"

Outcomes:
Met
Partially Met
At Risk

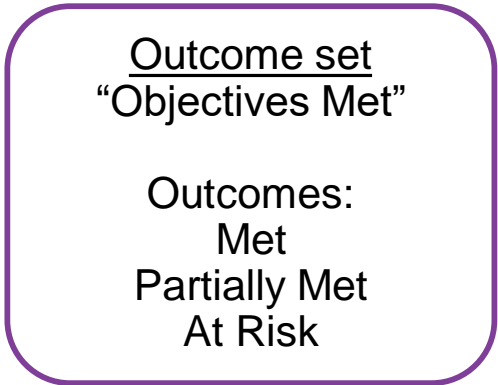
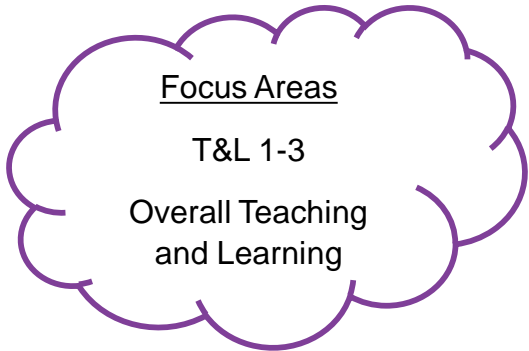
Focus Areas

Teacher Standards 1-8

As all of the focus areas are linked to the same outcome set, they are displayed neatly within the same chart in reports.



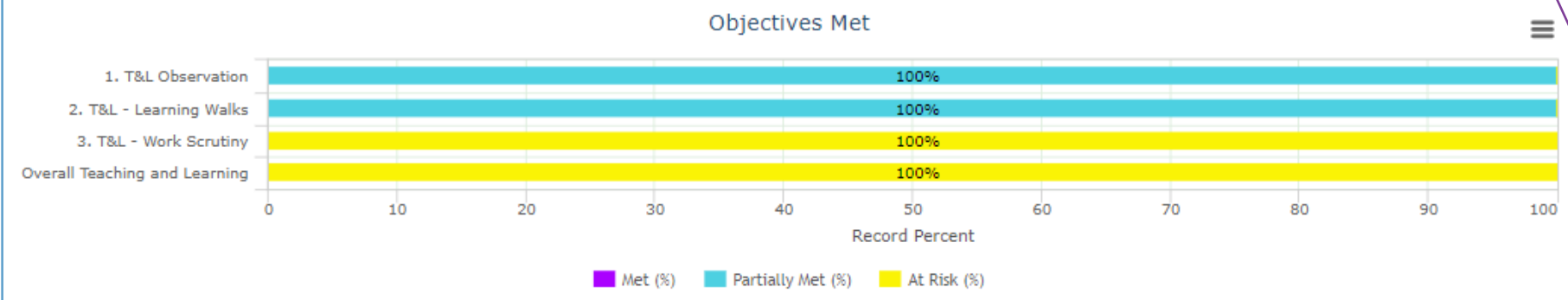
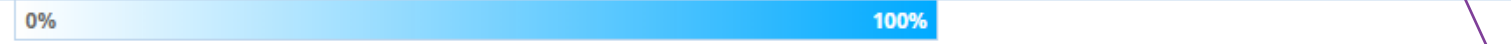
As these outcomes have been given a value when created, they provide an average outcome within the reports section. Remember the higher the value the higher the rating.



Objectives Met ?

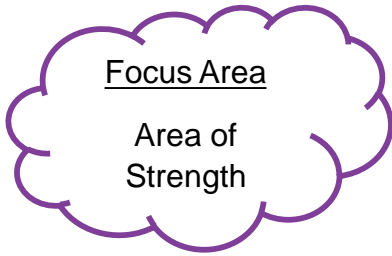
Focus Area Name	Met (%)	Partially Met (%)	At Risk (%)	Record Count	Average Outcome
1. T&L Observation	0.0	100.0	0.0	1	Partially Met
2. T&L - Learning Walks	0.0	100.0	0.0	1	Partially Met
3. T&L - Work Scrutiny	0.0	0.0	100.0	1	At Risk
Overall Teaching and Learning	0.0	0.0	100.0	1	At Risk

Total	0	2	2
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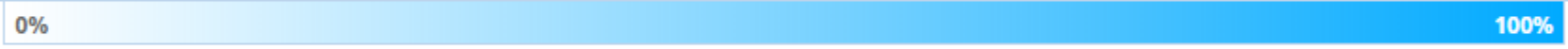
This simple view allows for easy at a glance analysis of who is meeting or not meeting objectives. Mentors may then be able to implement CPD for further development.

As these outcomes have been given a value when created, they provide an average outcome within the reports section. Remember the higher the value the higher the rating.

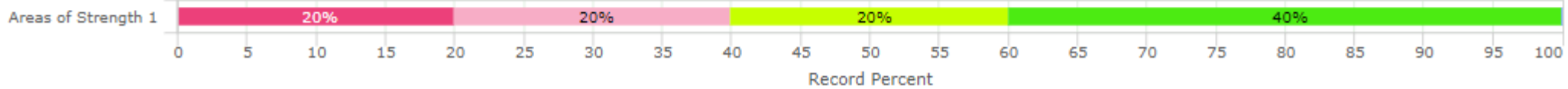


Areas of Strength ?

Focus Area Name	Assessment (%)	Challenge (%)	Questioning (%)	Differentiation (%)	Behaviour (%)	Engagement (%)	Literacy (%)	Numeracy (%)	Record Count
Areas of Strength 1	20.0	20.0	0.0	20.0	0.0	40.0	0.0	0.0	5
Total	1	1	0	1	0	2	0	0	



Areas of Strength



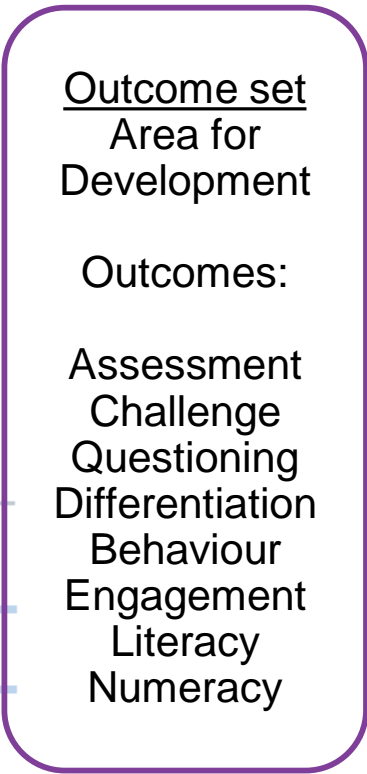
■ Assessment (%)
 ■ Challenge (%)
 ■ Questioning (%)
 ■ Differentiation (%)
 ■ Behaviour (%)
 ■ Engagement (%)
 ■ Literacy (%)
 ■ Numeracy (%)

Outcome set
Areas of Strength

Outcomes:

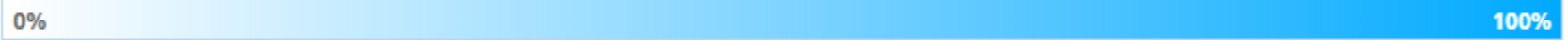
Assessment
Challenge
Questioning
Differentiation
Behaviour
Engagement
Literacy
Numeracy

By using two different outcome sets with the same outcomes of T&L principals, you can easily identify strengths and weaknesses within the school at a glance. It is also easy to identify and arrange opportunities for peer observations and mentoring.

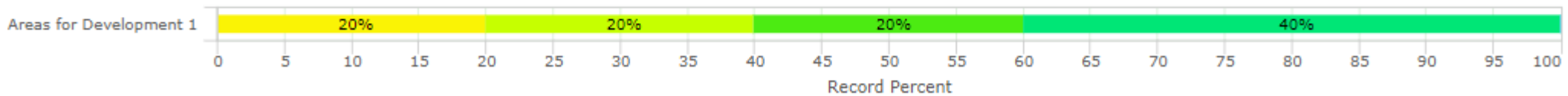


Areas for Development ?

Focus Area Name	Assessment (%)	Challenge (%)	Questioning (%)	Differentiation (%)	Behaviour (%)	Engagement (%)	Literacy (%)	Numeracy (%)	Record Count
Areas for Development 1	0.0	0.0	20.0	20.0	20.0	40.0	0.0	0.0	5
Total	0	0	1	1	1	2	0	0	



Areas for Development



Assessment (%) Challenge (%) Questioning (%) Differentiation (%) Behaviour (%) Engagement (%) Literacy (%) Numeracy (%)

By using two different outcome sets with the same outcomes of T&L principals, you can easily identify strengths and weaknesses within the school at a glance. It is also easy to identify and arrange opportunities for peer observations and mentoring.